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Exploring the impact of Bowen family systems coaching on the work-related psychological health of Church of England clergy

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Exploring the Impact of Bowen Family Systems Coaching on the Work-Related Psychological Health of Church of England Clergy

by

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Abstract

Research over the past twenty years indicates that while Church of England clergy continue to gain a great deal of satisfaction and accomplishment from ministry, stress-related illness is increasing. Relationships have been highlighted as a major source of demands leading to clergy stress and burnout; however, such interpersonal interactions have also been identified as vital resources supporting flourishing in ministry. This suggests that interventions focusing on relational dynamics may be valuable for enhancing clerical well-being.

Bowen family systems theory unpacks the relational and emotional systems at work in congregational life and understands clergy stress as stemming from the interaction between clerical leadership position and level of differentiation. Differentiation encapsulates the pattern of emotional functioning and relational behavior displayed when under pressure. Bowen coaching supports clergy to increase their level of differentiation thereby enhancing their intrapsychic and interpersonal resilience.

This study employed a quantitative, longitudinal, control group design to explore the impact of Bowen coaching on the work-related psychological health of Church of England clergy. Eighteen parochial clergy from three dioceses self-selected to participate in a 20-week, six-session, Bowen group coaching programme. Their results were compared to a demographically matched control group (n = 14).

In support of the research hypotheses, the coaching group significantly increased their level of differentiation over the research period while no such change occurred within the control group. Coaching participants also showed improvement in factors previously identified as valuable for clergy work-related psychological health. These included a close to significant decrease in the perception of ministerial demands as stressful, an increase in the experience of working relationships as sources of support and a significant reduction in the negative impact of work on home life. These findings indicate that Bowen coaching is a valuable resource for enhancing clergy work-related psychological health, benefiting clergy, their families and ultimately their congregations.

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Introduction

1.1 Organization of Introduction

This introduction provides a brief overview to the background of the research project. Initially a picture of the current state of the work-related psychological health of Church of England clergy is presented. The nature of the increasing demands placed upon them are considered together with the challenge of identifying pertinent, effective person-centred psychological interventions that will support ministerial well-being. Following this, the rational for choosing to focus the current research project on the impact of Bowen family systems coaching is unpacked which leads into the study aims and research questions. Finally, a summary of the structure of the remainder of the report is provided.

1.2 Background

The clerical profession has historically been seen as a group which is safe and secure from stress or work pressure and this view appears to be confirmed through social surveys which identify the very high levels of work satisfaction reported by clergy in contrast to other occupations (e.g., T. Smith 2007). However, from the late 1980s a picture began to emerge that clergy were not immune from the work-related burnout observed to be impacting other human services professionals (Freudenberger, 1974; Maslach, 1976). The impact on clergy was identified across countries and denominations (e.g., Sanford, 1982; Kaldor & Bullpitt, 2001) and a growing body of

literature and research began to emerge highlighting the significant negative physical, emotional and psychological impact resulting from the peculiar pressures and expectations Church of England (CoE) clergy face in their ministerial role (e.g., Coate, 1989; Horsman, 1989; Warren, 2002; Burton & Burton, 2009).

A recent report into the current healthcare needs for clergy identified that one third of all CoE clerical sickness is now due to stress, anxiety or other mental health issues and these reasons were cited by nearly half of those taking early retirement (St Luke's, 2010). Other examples of the impact of stress on clergy include concern over the numbers of clergy experiencing marriage difficulties (Kirk & Leary, 1994) and alcohol or other dependence (Coate, 1989). Boundary transgressions can be understood as a last-ditch cry to escape ministerial pressures (Olsen & Devor, 2015) and clergy can default in post, resigned to remaining in a position because of family or financial pressures (Burton & Burton, 2009). Such factors not only impact clergy families, they also affect their congregation (Rolfe, 2007) and ultimately the life and mission of the church (Burton & Burton, 2009).

Blame has been laid at the dramatic change in the climate of work, speculatively linked to a particular constellation of political, social and cultural developments, which has rolled from America to the UK and beyond (Schaufeli, Leiter & Maslach, 2009). This has led to increased workplace demands and decreased resources, such an unsustainable balancing act places too much pressure on workers and culminates in symptoms of stress and burnout (Demerouti, Bakker, Nachreiner & Schaufeli, 2001).

As a core human services profession clergy have been at the forefront of this 'cataclysmic time of change' (Thomas, 2002). The satisfying rewards of ministry

continue to be inherently relational in nature (Proeschold-Bell, Eisenberg, Legrand, Adams, Smith & Wilk, 2015); however, interpersonal demands are increasing alongside a decreased sense of relationships as supportive resources. Society's increasing cultural secularization has left clergy feeling irrelevant and socially isolated (Warren, 2002). The emergence of congregations-as-consumers (Miner, Dowson & Sterland, 2010) has increased unrealistic expectations from parishioners and heightened congregational conflict resulting in exhaustion and frustration (Berry, Francis, Rolph & Rolph, 2012), the impact of which is exacerbated by a perceived absence of support from congregation, peers and church hierarchy (Berry et al., 2012). Such factors interact to increase ministerial workloads, undermining clergy's sense of autonomy and increasing their role conflict (Miner et al., 2010).

The Church of England is beginning to engage with the issue of clergy well-being (Church of England, 2017); however, it has not proved straightforward to identify interventions that support clergy work-related psychological health (WRPH). The 2017 General Synod's first step of drawing up a covenant for clergy well-being is some way away from identifying the targeted and specific changes to organizational factors needed to improve the general clerical working conditions. The new Ecclesiastical Offices (Terms of Service) measure and regulations (Church of England, 2009) which placed responsibility for clergy psychological health into the hands of the CoE's autonomous dioceses, has prompted some to develop well-being agendas; however, their content is guided by local priorities and determined by funding availability (St Luke's, 2013). While valuable organizational level changes might be initiated at a diocesan level, the individual microcosms of highly autonomous churches produce uniquely specific demands that cannot easily be infiltrated by broader diocese initiatives.

This heavily autonomous organizational infrastructure ends up placing a high degree of responsibility for well-being in the hands of the clergy themselves but unfortunately, as a population, clergy have previously been found to be reluctant to engage in non-spiritual self-care behavior (Scott & Lovell, 2015) and resistant to psychological interventions either for fear of appearing to be a failure (Grosch & Olsen, 2000) or concerned over confidentiality; clergy support systems being intertwined with their managerial church hierarchy (Berry et al., 2012).

St Luke's Healthcare for the Clergy, which historically offered access to acute medicine and surgery for clergy, has recently re-focused their work towards person-centred psychological healthcare (St Luke's, 2010). They offer short-term individual psychological therapy, provide resilience workshops and reflective practice groups (RPGs). In addition, the Society of Martha and Mary in Sheldon, Exeter and the Burrswood Health and Wellbeing Centre, Tunbridge Wells offer acute specialist residential remedial provision.

There is limited research into the effectiveness of these interventions, with the findings from an evaluation of RPGs suggesting that while the experience was valuable (Gubi & Korris, 2015; Miles & Proschold-Bell, 2013) the mixed results concur with Cutrona's (1990) Matching hypothesis, that supportive solutions are never a one-size-fits-all solution, the success of interventions being dependent upon their fit with individual clergy needs (Miles & Proeschold-Bell, 2013; Francis, Robbins & Wulff, 2013). To this end there is a need to identify additional pre-emptive person-centred interventions that support clergy's work-related psychological health, particularly those that explicitly focus on the relational challenges facing clergy.

1.3 Rationale

The development of successful interventions to enhance WRPH in other occupational fields has involved utilizing already established training programmes, chosen because they address a particular area of workplace pressure that has been identified as producing symptoms of stress and burnout and because the intervention is acceptable to employees (Leiter & Maslach, 2014). For clergy, Bowen systems theory and coaching might be one such intervention.

As opposed to interventions that concentrate on practical strategies to decrease job demands (e.g., changing work patterns) or increase resources (e.g., developing coping skills or relaxation strategies), Bowen family systems theory understands stress to be less the result of a quantitative notion such as 'overwork' and more the effect of one's position in the organization's anxious relational system (Friedman, 1981). As such, Bowen family systems coaching is a person-centred intervention that addresses the relational demands of organizational life.

Coaching helps individuals understand the underlying emotional processes within the organizational system, identify the repetitive patterns of intrapsychic emotional reactivity and interpersonal behavior that they and their colleagues employ and then coaching to increase differentiation of self, a concept which encapsulates one's behavioral and emotional functioning when under pressure, originally established within one's family of origin (FoO, Kerr & Bowen, 1988). Whereas other relationally based person-centred interventions develop individual resources (e.g., Scarnera, Bosco, Soleti & Lancioni, 2009), Bowen coaching's systems approach fosters change at both the

individual and group level offering a more effective, multi-level intervention (Halbesleben & Leon, 2014).

Bowen coaching was originally developed for therapeutic work with families experiencing psychological difficulties (Bowen, 1978) and continues to be widely used, particularly in the USA, by family and couple psychotherapists (e.g., Olsen & Belanger-Freeh, 2017). Its application to the workplace means that it is also employed by organizational consultants to foster organizational development and support leadership (e.g., Kott, 2014). It was within this context, rather than as a WRPH intervention, that Bowen family systems theory, subsequently shorted to Bowen theory was first introduced to clergy.

Edwin Friedman, a family therapist and rabbi, recognized that Bowen theory had important ramifications for congregational leadership (Friedman, 1981). This led to a revolutionary shift, moving the focus away from trouble shooting congregational problems towards developing one's own strengths, becoming a "well-differentiated leader" (Friedman, 1999, p. 14). Within the USA, the general adoption and application of Bowen and Friedman's ideas means that Bowen theory is taught at religious seminaries and many family therapy centres hold clergy clinics offering ongoing support to those in congregational leadership. While group coaching in this context does not explicitly address WRPH, participants spontaneously report psychological benefits (Galindo & Mills, 2016; Aufderhar & Flowers, 2010). Indeed, the lack of an identified self-care focus may in itself be a benefit of the intervention, reducing any potential reluctance to engage (Scott & Lovell, 2015). Even Bowen's term 'coaching' is more acceptable to clergy than any specifically therapeutic term.

This suggests that Bowen coaching, a well-respected and effective therapeutic psychological approach, with a clear theoretical rationale for the development of work related stress and burnout, may be a pertinent and potent intervention to enhance clergy WRPH. Not only does Bowen coaching have a track record of acceptability by clergy, it also focuses on relational ministry demands, a key area of ministerial work pressure. In addition, its systemic approach engages with the expression of WRPH at both an individual and group level and its practical approach fosters the development of both personal resources and practical interpersonal skills.

My original contact with systems thinking stemmed from time spent working with family therapists in an inpatient NHS adolescent unit. Subsequently I worked alongside CoE clergy and Friedman's congregational application of Bowen theory gave coherence and clarity to many of the challenges and confusions of congregational work. As a trainee counselling psychologist, concerned with the integration of psychological theory and research with therapeutic practice, my research aims and questions emerged as I began to consider the interaction between the relational demands and pressures facing clergy and the growing crisis in their WRPH. This led me to consider whether Bowen coaching might also support clergy psychological heath.

1.4 Research Aims

This research study aims to explore the impact of Bowen coaching on the WRPH of CoE clergy. It will focus on the individual impact of a group coaching intervention and will measure this effect quantitatively. In addition to identifying the impact of Bowen coaching on the expression of differentiation of self within the workplace, the study will

explore a variety of established indicators of WRPH and factors that are recognized as predictors of future WRPH: perceived level of work pressure and satisfaction with relationships.

1.5 Research Questions

1. Does Bowen coaching impact participants' differentiation of self and role?

2. What is the relationship between participants' level of differentiation as identified in their family of origin and their current level of differentiation, as measured at the start and end of coaching?

3. What is the impact of Bowen coaching on participants' work-related psychological health?

4. How does Bowen coaching impact participants' experience of work pressures?

5. Is the experience of relationships as positive resources or negative demands impacted by Bowen coaching?

1.6 Relevance to Counselling Psychology

Clergy are a core human service professional with a role that is inherently relational. Their pastoral care work involves supporting individuals and families through emotionally demanding situations and in addition to this they manage a staff team of both paid and volunteer workers and have to balance the additional weight of administration, meetings and teaching. As such, the facets of their work are strikingly similar to health and social care professionals particularly mental health practitioners including counsellors, psychologists and psychiatrists, and social workers.

Health and social care professionals are at a higher risk of work-related stress, depression or anxiety than other professional groups (Health and Safety Executive, 2017). Such is the concern about the well-being of psychological staff that a charter has recently been published by the BPS and New Savoy partnership calling for a greater focus on staff well-being through the development of more compassionate workplaces (The Psychology Professionals Wellbeing and Resilience Charter, 2016). While social workers continue to feel their role makes a difference, the 2015 annual NHS survey highlighted their growing experience of work-related stress and harassment or bullying (McNicoll, 2016). Such high levels of stress are recognized as gradually eroding compassion, affecting the quality of patient care, patient experience and outcomes (West, 2016).

The findings from this study, exploring the impact of Bowen coaching on the WRPH of clergy, are therefore not only relevant for counselling psychologists or other allied professions supporting the WRPH of clergy and other religious leaders, but also those

looking to offer more effective psychological support for professionals working in health and social care.

While Bowen coaching's primary application was within therapeutic work, its second focus was applying the theory to the therapist's self (Kerr & Bowen, 1988). Bowen noticed that his trainees made significantly more progress with their clients when he coached them to raise their own levels of differentiation rather than simply focusing on supervising their clinical work. To this end, Bowen coaching to support health and social care professionals raise their levels of differentiation offers the potential not only to improve their WRPH but also to enable them to be more effective clinicians (Donnelly & Gosbee 2009).

1.7 Structure of Thesis

This introduction has highlighted the pressures facing CoE clergy, the negative impact these are having on their WRPH and the supportive resources currently available to them. A rationale was presented for Bowen family systems theory and coaching to be an acceptable and relevant person-centred intervention that might enhance clerical WRPH. To this end the study's aim was articulated as exploring the impact of Bowen coaching on the WRPH of CoE clergy. The research questions were articulated, and consideration given to the relevance of this study to Counselling Psychology.

The following Literature Review focuses in detail on the empirical evidence base for Bowen coaching as a relevant resource to support clergy WRPH. Having introduced Bowen theory, the Literature Review explores research conducted into the impact of

Bowen coaching, both with clergy and in other workplace settings. Cross-sectional studies exploring the relationship of Bowen's core concept differentiation of self and WRPH are then reviewed and following that research exploring the role of differentiation in promoting psychological health is summarized. Finally, there is an overview of the features of general and clerical WRPH intervention studies. The end of the Literature Review draws the empirical findings together to rearticulate the study's research questions and hypotheses.

The remainder of the thesis is concerned with the method and results from the intervention study. The Discussion chapter explores the meaning of the results in the light of previous research findings and theory, offering clinical implications for practice while critically considering the limitations of the research. Having considered the contribution to the research, areas for future research will be suggested.

Literature Review

2.1 Organization of Literature Review

The previous chapter introduced the research project, setting out the study's aim as quantitatively exploring the impact of Bowen coaching on the work-related psychological health of clergy.

This literature review initially unpacks Bowen theory and coaching in more detail, including its application to congregational leadership and WRPH. Section 2.3 then reviews the literature regarding the impact of Bowen coaching. The majority of these qualitative studies are with clergy; however, there is also a review of Bowen coaching as applied within a clinical setting.

The subsequent sections explore the current literature applicable to identifying the relevance of Bowen coaching as a resource for enhancing WRPH. Section 2.4 examines the research regarding the relationship of differentiation to WRPH and given the small body of literature, consideration is also given to the impact of differentiation on general psychological health. Section 2.5 then explores how differentiation may impact WRPH and Section 2.6 offers an overview of general and clerical intervention studies to draw out the pertinent features of an effective and relevant WRPH clerical intervention. This leads to a reiteration of the research questions and articulation of the hypotheses.

2.2 Bowen Systems Theory and Coaching

2.2.1 Bowen Theory

Bowen trained as a classical Freudian psychoanalyst at the Menninger Foundation in Kansas in 1946 following his experience as a surgeon in WW2. It was his time at the National Institute of Mental Health, Bethesda in the 1950s observing the relationship between adult schizophrenic women and their families where, through "disciplined observations of family patterns that repeated predictably under similar conditions" he developed the core concepts of Bowen theory (Bowen, 1978). Bowen's observations led him to shift the unit of therapeutic analysis from the individual to the family system, understanding symptomatic individuals as the identified patient of a struggling intergenerational relational system (Friedman, 1991).

Rather than diagnosing pathology within individual family members and prescribing specific symptom-reducing therapeutic interventions, Bowen focused on identifying and changing the active and dynamic process of mutual and reciprocal interactions and flow within the family system as a whole (Kerr & Bowen, 1988). The general and universal theory about the human condition which emerged could be viewed at the family or societal level and understood psychopathological symptoms as existing along a universal continuum resulting from the natural expression of chronic anxiety within the system (Friedman, 1991).

Bowen distinguished long-term chronic and perpetual anxiety from short-term acute, situationally based, anxiety. He understood the former to be both the driving force of life and a natural product in the process of living, stemming from uncertain

circumstances and intense relationships. Typically, when anxiety is low we are able to process our situations thoughtfully; however, when anxiety increases, we become more reactive, shifting from thoughtfulness to emotionality (Kerr & Bowen, 1988). The resulting contagious reactivity spreads like wildfire around a family system and to manage the anxiety, predictable repetitive patterns of interaction emerge that unconsciously assign roles to each family member. Such patterns are established within the FoO and become so fixed and predictable that they define functioning throughout life, instinctively employed in other pressured environments, including the workplace.

Differentiation of Self is the core concept in Bowen theory and captures one's functioning in the presence of anxiety (Bowen, 1978). Bowen distinguished between two types of differentiation, basic and functional. One's basic level of differentiation is established within the FoO and is reflective of the level of differentiation one's parents were able to achieve, thus emphasizing the multi-generational transmission of differentiation (Kerr & Bowen, 1988). This basic level reflects an individual's average level of functioning when under calm or stressful conditions. The functional level of differentiation is the actual level of differentiation displayed on a day-to-day basis and is dependent upon the level of chronic anxiety within the person or their relationship systems (Frost, 2014).

Differentiation has both intrapsychic and interpersonal dimensions. The former encapsulates the ability to hold principles that have been thoughtfully acquired through internal decision making, together with the capacity to both think through a situation and be in touch with one's emotional response but not be drawn to act out these personal emotional responses, or the responses of another even while under pressure. The latter, interpersonal dimension articulates the capacity of an individual to manage the tension

between the two seemingly opposing forces of human experience: individuation, the quest to achieve and maintain a coherent and essentially positive sense of self, and relatedness, the desire to form and maintain stable and reciprocal relationships. Well differentiated individuals are able to define themselves, articulating their personal beliefs and maintaining their integrity while allowing others to do the same and remaining meaningfully connected to them (Kerr & Bowen, 1988).

Bowen theory is a first-generation family therapy approach, influential in the development of the field but also continuing to serve as a primary theoretical orientation for many North American family therapists (Winek, 2009), recognized as one of the most popular and comprehensive explanations of psychological problems from a biological, genetic, psychological and sociological perspective (Kim-Appel & Appel, 2015). However, Bowen has received criticism for the lack of acknowledgement or critique around the presence of patriarchal assumptions about family organization and a bias towards "male-defined" terminology that focuses on being rational and objective (Leupnitz, 1988). Feminist development of Bowen's model incorporates a far greater recognition of how socio—political issues of power, hierarchy and gender are played out in relation to family difficulties (Brown, 1999) and emphasizes the incorporation of a language of intimacy and attachment that does not imply dysfunction (Carter & McGoldrick, 1988).

2.2.2 Bowen Coaching

Bowen's therapeutic goal was to assist families towards greater levels of basic differentiation (Brown, 1999). Bowen termed this intervention coaching because, in contrast with the psychoanalytic focus on the therapist-counselee dyad, the goal is to encourage change within the context of preexisting relational systems specifically one's nuclear family and FoO (Ker & Bowen, 1988). Coaching is based firmly on the systems idea that if one person changes, all others in emotional contact with them will be likely to make compensatory changes. Therefore, Bowen coaching is not defined by the number of people who attend the session and does not need to take place with the symptomatic individual, instead coaches typically work with the most motivated and functional group member, typically a parent (McGoldrick & Carter, 2001).

Bowen coaching incorporates three elements, initially clients learn about Bowen theory's core concepts and then they develop insight into how the concepts outwork themselves within their own relational systems through intergenerational genogram work and studying patterns of behavior within their nuclear family. Thirdly, coaching supports clients to practically re-engage with challenging relationships, particularly those in their FoO, from a more differentiated position, choosing to be more authentic, less reactive and focusing on their own functioning rather than the behaviors of others (McGoldrick & Carter, 2001).

One of the more distinctive aspects of Bowen coaching is the emphasis on the therapist undertaking their own differentiation work. Bowen emphasized that the position a therapist plays in relation to their client(s) will be similar to the position that the therapist played in their own FoO (Bowen 1978). Therefore, a successful therapeutic intervention

relies as much upon the work a therapist has done to increase their own level of differentiation as it does upon coaching the client (Bowen, 1978). Significant insight into the challenges of growing one's differentiation has come from personal work undertaken by Bowen therapists (e.g., Bowen, 1978b; Titelman, 2014).

2.2.3 Bowen Theory and Congregational Leadership

Bowen explicitly expanded the application of his theory to the workplace, proposing that "the basic patterns in social and work relationships are identical to the relational patterns in the family, except in intensity" (Bowen, 1978b p. 462). However, it was Edwin Friedman, a family therapist and rabbi, who recognized that the same understanding of family life that assisted clergy in their pastoral role with congregational families also had important ramifications for the functioning of congregations and congregational leadership (Friedman, 1981).

While a congregational system is not as emotionally intense as a family, sometimes it's not far off, particularly when there are financial pressures, or the vicar goes on sick leave (Rolfe, 2007) and, just as families have predictable patterns of instinctive emotionally led behavior, so do congregations. Friedman proposed that leadership has inherent power because effecting a change in anxious relationship systems is facilitated more fundamentally by how a leader functions in their role than by the quantity of their expertise (Friedman, 1981).

Bowen systems thinking offered a revolutionary shift for thinking about congregational leadership. A "person-centred" way of understanding congregations as relational

systems replaced an "object-centred" orientated approach (Hall, 1983). Shifting the focus from trying to fix problems, change congregations or learn leadership techniques towards how to alter one's way of being a leader, focusing less on the weakness within the group and more on one's own strength, becoming a "self-differentiating leader" (Friedman, 1981).

Clergy coaching reflects Bowen's approach to supervising clinicians. Participants develop an understanding of their own emotional and interpersonal responses to anxiety through studying their intergenerational patterns, mapping the flow of anxiety within their congregational system and analyzing their functioning within ministry through case studies. Coaching then concentrates on supporting clergy to increase their own levels of differentiation, growing in their capacity to define their own goals and values while trying to maintain a non-anxious presence, focusing particularly within their FoO and nuclear environment as this ultimately produces the greatest improvement in their congregational leadership (Bowen, 1978) with ensuing benefits to congregational functioning.

Friedman subsequently applied these ideas to leadership in general (Friedman, 1999) and Bowen theory is now utilized within the workplace to support organizational development (e.g., Kott, 2014). The pertinence of Bowen systems theory for organizations has grown as technology drives an increasing rate of organizational change, fueling increasingly anxious work systems (Mayton, 2011) and a shift towards flattened, team-based organizational structures places greater emphasis on high-quality, positive relationships within the work context (Colbert, 2016).

2.2.4 Bowen Theory and Work-Related Psychological Health in Clergy

The application of Bowen theory to congregational leadership focuses on the corporate impact of the leader's level of differentiation; however, Bowen theory also identifies the individual consequences of functioning from a low level of differentiation within the workplace. Bowen's formulation of WRPH understands stress to be less the result of a quantitative notion such as "overwork" and more the effect of one's position in the organization's anxious relational system (Friedman, 1981). The clerical position, as head of a chronically anxious congregational system and participant in three interlocking emotional systems: that of the congregational families, their own nuclear family and the denominational "family" places clergy in a particularly stressful position (Friedman, 1981).

In addition, clergy experience constant pressure to define themselves by their role (Beebe, 2007), made more complex by the increased fusion of self and role implied in the "calling" dynamic of the clerical vocation (Clinton, Conway & Sturges, 2017). The particular emphasis of a call to service in the care of others (Church of England, 2016) leaves clergy in a double bind, holding a sincere desire to engage others at a deeply personal and spiritual level yet then finding themselves overwhelmed by parishioner expectations and demands. (Beebe, 2007).

Bowen theory proposes that in times of chronic anxiety with heightened practical or relational demands, clergy with lower differentiation will find themselves expressing increased fusion behaviors. This might be expressed through an increased merger with their role, feeling like they have been taken over by the role and unable to maintain a

work-life balance (Beebe, 2007; 2009); accommodating to others and becoming chameleon-like in order to gain approval or starting to bully, dogmatically pressurizing for conformity (Bowen, 1978). Merger, accommodation and dogmatism are all emotionally draining and result in emotional exhaustion, relational withdrawal and ultimately cut off, removing oneself from emotional contact with others. As such it reflects the sequential process of the core dimensions of burnout (Beebe, 2007).

In contrast, clergy functioning from a higher level of differentiation will have an increased capacity to remain calm and offer a greater non-anxious presence in times of pressure. They will be less likely to lose their boundaries, whether in relationship or between self and role, more able to act based on principles and avoid getting caught up in group-think. Although Bowen recognized that everyone would experience stress when placed under sufficient pressure, he proposed that those with higher levels of differentiation would be less vulnerable to burnout.

2.3 Impact of Bowen Coaching

This section examines the research exploring the impact of Bowen coaching as related to workplace functioning, initially focusing on clergy studies and then examining its impact within a clinical work environment. The studies predominantly focus on group coaching interventions; however, one study presents case studies from individual clergy coaching.

2.3.1 Summary of Clergy Bowen Coaching

Although there are a significant number of ministerial training programs and clergy clinics coaching participants in the application of Bowen theory there is very limited body of research into their effectiveness. All studies are from the USA and the majority of research stems from doctoral theses of psychology or theology which either investigated the impact of the author's own Bowen theory based group courses (Benyei, 1988; Wallace, 2010; J. Smith, 2015) or explored the impact of established courses (Aufderhar & Flowers, 2010; Haeger, 2008). One study undertaken by an established seminary professor looked at the impact of their long-running Bowen group clergy course (Galindo & Mills, 2016). Grosch and Olsen (2000)'s paper used case studies to present their extensive individual therapeutic work with clergy identified as experiencing burnout.

All these studies explored the impact of Bowen coaching through qualitative approaches either group-based focus groups (Wallace, 2010; J. Smith 2015) or individual interviews (Aufderhar & Flowers, 2010; Haeger, 2008; Benyei, 1988; Galindo & Mills, 2016). Two

studies also employed quantitative measures (Benyei, 1988; Wallace, 2010); however, only Wallace (2010) used a measure pertinent to Bowen theory, asking participants to complete Skowron and Schmitt's Differentiation of Self Indicator (2003). Grosch and Olsen (2000) was the only study to concentrate on the impact of Bowen coaching on WRPH. J. Smith (2015) and Benyei (1988) explored the benefits to holistic wellness and relationship dynamics respectively while the other studies focused on ministerial practice. The two studies that investigated the value of longer courses explored the impact on clergy functioning (Aufderhar & Flowers, 2010; Galindo & Mills, 2016) while research into shorter courses were more likely to focus on whether participants had gained knowledge of Bowen theory (e.g., Haeger, 2008).

Aufderhar and Flowers (2010) held semi-structured interviews with 14 clergy from variety of denominations with an age range between mid 20s to mid 60s, who had completed a two-year continuing education program in clergy family systems comprising of 13 monthly full-day sessions. The interviews explored the long-term impact on leadership attitudes and practices and took place three years after the training in which the lead author was also a participant. Galindo and Mills (2016) were particularly interested in Bowen theory as a resource for long-tenured clergy. To this end they interviewed and surveyed a group of nine clergy who had served their congregations for a minimum of 12 years asking them about the relation between Bowen theory and their experience as pastors. All the group had consistently and regularly participated over a number of years in a clergy leadership training group program focused on Bowen theory as a theory of practice. The training approach was a three-day residential held twice annually and the primary author had taught these workshops since 1997.

Four other studies looked at the impact of much shorter programmes. Haeger (2008) evaluated a four session "Healthy Congregation" group workshop. The material for this course is based on a well-respected Bowen theory based book of the same name and the course has been run for several years. This paper explored the impact of the workshops on the pastor, staff and 10 lay leaders from one particular church, they utilized Kirkpatrick's (1998) four stages of learning: reaction, learning, behavior and result to explore the levels of learning achieved six months after the training course.

The other three programmes were written specifically for doctoral research projects. Wallace (2010) developed a four-session family systems seminar followed by 8 weeks of reflection on interrelationships specifically for the staff, leadership and congregation of a single Methodist church (n = 30). Wallace was particularly interested in how the course enabled participants to grow in their knowledge and application of Bowen Theory in their own life as well as the impact that it had on their behavioral interactions with family, work and congregation. J. Smith (2015) developed a holistic clergy wellness course that incorporated Bowen's ideas from the book "Creating a Healthier Church" (Richardson, 1996) within a theological framework and sought to support the physical, emotional and relational health of eight participating clergy. The course held five fortnightly meetings and a two-day retreat over a period of three months. J. Smith employed a narrative form of research employing written and group feedback to evaluate the experience.

The third programme stemmed from the awareness that the divorce rate among Protestant clergy in the USA exceeded that of the population at large and the fact that FoO issues can impact the pressure on marriages as well as influence vocational choice and consequent professional functioning. Benyei (1988) developed a weekend group

retreat for clergy couples that focused on Bowen's FoO group work. Subsequent surveys and phenomenological interviews two months after the course with the six Protestant clergy couples (where at least one partner was ordained) from a variety of denominations explored the impact of increased awareness of FoO process on those marital pairs.

Grosch and Olsen (2000) drew on their extensive psychotherapeutic experience working individually with clergy experiencing burnout to present case studies exploring the impact of Bowen coaching on clergy psychological health and relational functioning, suggesting its value as both preventative and recuperative. Their integrative approach also incorporated aspects of Kohl's self-psychology (1971) at particular stages of therapy; however, it is possible to differentiate the impact of the two theoretical approaches within their text.

2.3.2 Impact of Clergy Bowen Coaching

Whether Bowen coaching was designed to enhance clergy leadership, marital relationships or general wellbeing the desired loci of change was the same, to increase one's level of differentiation. This can be measured quantitatively or inferred in qualitative analysis through reported changes in personal intrapsychic functioning and responses to relational situations. There was a consensus among clergy who had applied Bowen's ideas over substantial periods of time, that the conscious development of their own differentiation of self through peer learning and reflection on practice was central to sustainability in long-term pastorates and for all but one of the participants it became the lens through which all pastoral ministry was viewed (Galindo & Mills, 2016).

The development of the personal, intrapsychic functioning aspect of differentiation was revealed as individuals highlighted their reduced reactivity and increased thoughtfulness when faced with intense anxiety and pressure from within the congregation (Galindo & Mills, 2016). Participants reported decreased levels of anxiety (Galindo & Mills, 2016), and ongoing experiences of being less blaming, less likely to take things personally and increased calmness (Aufderhar & Flowers, 2010). Two participants spontaneously articulated the personal belief that use of Bowen theory had helped them prevent future burnout (Galindo & Mills, 2016).

Participants also identified the impact of Bowen coaching on disentangling themselves from a merger with their role. They stated that they were better able to set boundaries which included the recognition and acceptance of personal needs, accepting support, delegating to others and engaging proactively in recreational activities (Grosch & Olsen, 2000). Additionally, the perspective transformation offered by the understanding of family systems was identified as reducing personal pressure and self-blame (Wallace, 2010). For those clergy who had come to the end of themselves physically and emotionally this also reduced the sense of shame about needing help and feeling like they had not lived up to their calling (Grosch & Olsen, 2000).

There was also a clear and consistent impact on the quality of interpersonal relationships. Long tenured pastors attributed Bowen theory with helping them build healthier relationships, embrace and better manage challenging encounters and focus on encouraging health in congregations rather than focusing on crises (Galindo & Mills, 2015). The process of identifying and altering enmeshed family relationships successfully altered the similar enmeshed patterns of relating within congregational relationships (Galindo & Mills, 2015; Aufderhar & Flowers, 2010). The impact of

relational functioning was also identified as improving their pastoral care work (Aufderhar & Flowers, 2010) including premarital counselling (Grosch & Olsen, 2000), enabling them to be more calming to others even in anxious circumstances (Aufderhar & Flowers, 2010) and more empathic (Benyei, 1988).

These positive interpersonal changes infiltrated the diversity of systems clergy were involved in including their FoO, current nuclear families, staff team and congregations (Aufderhar & Flowers, 2010; Wallace, 2010; Galindo & Mills, 2015). Such changes were observed even when the emphasis was on teaching and personal reflection rather than behavioral modification (Wallace, 2010). Additionally, clergy found spiritual renewal following the application of Bowen theory in their lives and reported feeling more alive and energetic (Grosch & Olsen, 2000).

Wallace (2010) was the one study that measured differentiation quantitatively. Unexpectedly, results found that it decreased over the course of the study; however, this was in contrast to interviews that indicated qualitative increases in participants capacity for differentiation. Wallace suggested this might have been due to a change in the evaluation of personal levels of differentiation as understanding of the concept increased. It may also have been due to the short time frame of the process.

2.3.3 Elements of Clergy Bowen Coaching that Produce Impact

Psychoeducation regarding the nature of systemic interactions within family and congregational life offers initial perspective transformation, which can lead to increased confidence in ministry (Grosch & Olsen, 2000). Haeger (2008) demonstrated that an

introduction to the fundamentals of Bowen theory, particularly the concept of differentiation was in itself valuable when they explored the impact of a four Bowen workshops which contained no personal work. Six months after the course half the respondents had achieved the first two levels of Kirkpatrick's 4 stage learning process (reaction and learning) and some had also gone on to engage in voluntary study and alter their behaviors. The pastor who led the leadership team participating in Haeger (2008)'s research indicated that he felt that the workshop had provided the leaders of his congregation with a framework, terminology and vocabulary of Bowen theory which helped improve leadership capabilities at their church. The particular pertinence of the concept of differentiation within Bowen theory was also highlighted by clergy in other research (J. Smith, 2015) together with understanding of relational triangles (Wallace, 2010).

While the cognitive understanding of concepts was an important start to the process there was a general assertion that the major challenge (and benefit) comes from applying the ideas to one's own patterns of relationships and subsequent proactive alteration of one's behavior (Galindo & Mills, 2015; Wallace, 2010), which is easier said than done (Grosch & Olsen, 2000). Benyei (1988) focused on the first stage of this application process, FoO exploration, when she ran a weekend retreat for clergy couples. Exploring marital genograms with a trained therapist increased their awareness of dysfunctional family behavior patterns and resulted in some change in empathy and behaviors between couples. When the purpose of Bowen coaching was around clerical leadership, FoO exploration was recognized as valuable because it brought the focus onto the development of self rather than as a management tool focused on others (Wallace, 2010).

The coaching approaches that produced the greatest behavioral impact were those that employed regular sessions over an extended period of time. This allowed Bowen theory to be learnt in practice (Galindo & Mills, 2015), individuals grew as researchers within their own systems, engaging with the challenging work of returning to one's FoO and receiving support as they worked through the relational implications of their growing differentiation (Grosch & Olsen, 2000). Such positive impact was seen whether the input was in within individual work (Grosch & Olsen, 2000) or a group setting (Aufderhar & Flowers, 2010). The latter was appreciated because of the additional peer-to-peer support (Wallace, 2010; J. Smith, 2015). Most groups were formed of individuals who did not know each other beforehand and this was appreciated by participants (J. Smith, 2015); however, Wallace (2010) and Heager (2008) who ran training with individual church groups, found that there was a positive impact on the congregation when the whole leadership was involved in the training (Wallace, 2010).

Within the clerical context it was also particularly important to participants that Bowen's ideas were placed within a theological context (Wallace, 2010; J. Smith, 2015) and a good instructor was identified as vital to the learning experience (Aufderhar & Flowers, 2010).

2.3.4 Summary of Bowen Coaching in other Workplace Settings

Over the past 10 years a body of work regarding the use of Bowen coaching in a supervisory capacity has emerged from the Child and Adolescent Department of Westmead Hospital, West Sydney, Australia, a multidisciplinary clinical team including psychiatrists, clinical psychologists and social workers that offers tertiary level

assessment and treatment to adolescents. The unit adopted a predominately Bowen model for supervision in the early 2000s, utilizing the theory primarily in relation to client cases. In 2007, the clinical team decided to experiment with Bowen group coaching in order to expand their knowledge of Bowen theory and step towards Bowen's original supervision coaching, which focuses on raising the therapist's own level of differentiation in order to enhance clinical work (Kerr & Bowen, 1988). As the clinicians were already familiar with Bowen theory, the Bowen coaching programme concentrated exclusively on supervised FoO exploration.

Donnelly and Gosbee (2009) explored the impact of the initial 10-month, eight two-hour session Bowen coaching trial, holding informal meetings with the six participants to reflect on the impact on clinical work, self-management and workplace functioning. Subsequently, Renshall et al. (2013) conducted a more empirical investigation, tracking the experience of the seven clinicians who participated in a 12-month Bowen coaching program through individual interviews, exploring in greater depth the effect of coaching on clinical work. Chambers (2009), one of the managers of the child and adolescent team, also wrote an adjunct reflective paper regarding her application of Bowen concepts to common relationship patterns within the workplace.

2.3.5 Impact of Workplace Bowen Coaching

While the focus of both pieces of research was to explore the effects of Bowen coaching on clinical work, the responses of participants indicated that the coaching also resulted in intrapsychic and interpersonal changes that improved their own psychological health and the health of the clinical team.

All participants reported that Bowen coaching enabled them to gather insights into processes that triggered their personal familial patterns of behaviors. This had not been achieved by previous theoretical Bowen training and opened the door for proactively increasing their differentiation. Participants found that this increased awareness supported and furthered their therapeutic work and increased empathy for their clients (Donnelly & Gosbee, 2009). They observed a reduction in reactivity within all types of relationships and an increased awareness of their personal responsibly within problematic relationships (Renshall et al., 2013; Chambers, 2009).

The process also highlighted how these reactive patterns of behavior were played out within the workplace amongst colleagues. Donnelly and Gosbee (2009) reported that as the team attempted to foster a more differentiated work environment there was a significant reduction in team anxiety, issues were resolved faster and more effectively, fewer people were drawn into disagreements and greater time was available to focus on issues of best client care. There was a ripple effect beyond the unit to the entire hospital. During Renshall et al. (2013)'s project there was a period of professional transition and tension. The results indicated that taking time to focus on one's personal contribution to the problem and one's own steps towards differentiation, in addition to looking at the issues systemically, helped to cope with the pressure.

Although there was no specific focus on WRPH, as participants focused on their own differentiation and ceased over-functioning, micromanaging others or cutting off, they observed an improvement in energy levels, decreased feeling of burnout and enhanced job satisfaction (Donnelly & Gosbee, 2009). Increased awareness of the interaction of

systems also reduced the risk of using work issues as a means to avoid personal stress (Chambers, 2009).

2.3.6 Summary of Bowen Coaching

Although there is only a small body of research into the impact of Bowen coaching, studies with both clergy and clinicians, particularly those where the programme reflected Bowen's original coaching model of regular input over an extended period of time, indicate the value of Bowen coaching for both individual participants and their workplace environments. The benefit to individuals reflected an increase in functioning within Bowen's core concept, differentiation of self, at both an intrapsychic and interpersonal level. The latter infiltrated individual's work systems and for clergy this included benefits to the staff team, congregation and family relationships. However, this change in differentiation was not measured quantitatively and while qualitative evidence pointed to improvements in participants' WRPH, this did not tend to be the primary focus of the research projects.

2.4 Differentiation and Work-Related Psychological Health

This section examines the empirical evidence pointing to the relationship between Bowen's core concept of differentiation and the experience of WRPH. Bowen developed Family Systems theory through extensive observations of family functioning, rigorous hypothesis testing and amendments conducted in conjunction with therapeutic interventions (Frost, 2014). This culminated in a scale of differentiation with profiles of people at different levels of differentiation rather than a test of differentiation (Bowen, 1978). In order to facilitate quantitative research several measures of differentiation were subsequently developed, and these have been used to explore the relationship between differentiation and WRPH.

Quantitative research into WRPH predominantly utilizes the Differentiation of Self Inventory (DSI, Skowron & Friedlander, 1998) which was subsequently revised (DSI-Revised, DSI-R, Skowron & Schnitt, 2003) and abbreviated (Differentiation of Self Inventory-Short Form, DSI-SF, Drake and Murdock, 2012). These scales operationalize the range of intrapsychic and interpersonal expressions of differentiation into four subscales and explore how these are expressed through general, nuclear family and FoO relationships.

Beebe (2002, 2004, 2007, 2009) re-operationalized differentiation to focus on its expression within the workplace. He developed a five-scale tool measuring differentiation of self and work-role for clergy (DSR-C) and for the nursing profession (DSR-N). The scale removed references to family relationships, focusing its five subscales on work-based relationships and relationship to one's role. Construct validity was supported by positive correlation with the DSI-R.

WRPH was initially operationalized within empirical research as the absence of negative mental health, specifically stress or burnout (e.g., Francis, Kaldor, Robbins & Castle, 2005). The growth of the positive psychology movement led to a reconfiguration of the concept, moving away from a focus on avoiding negative psychological health towards promoting positive psychological health within the workplace, proposing that "good work" (British Psychological Society, 2010) can intentionally improve well-being and promote engagement as it relates to the work environment (Seligman, 2011). In order to capture the breadth of WRPH as relevant to clergy, this literature review explores the empirical evidence regarding the relationship between differentiation and four particular WRPH concepts: stress, burnout, spiritual dryness and work engagement.

2.4.1 Stress

Work-related stress is defined by the UK Health and Safety Executive as a harmful reaction to the undue pressures and demands placed on employees through their work environment. Such stress is responsible for 37% of all work-related ill health issues, accounted for 49% of all working days lost due to ill health in 2016-17 (HSE, 2017) and is the main cause of sickness absence in CoE clergy (St Luke's, 2014).

While a rush of eustress or "good stress" can produce a boost of productive, creative energy (Selye, 1936), under conditions of prolonged stress, where an individual feels under too much mental or emotional pressure and cannot cope with the demands being placed on them, dis-stress results, due to the constantly elevated levels of cortisol (Chida & Steptoe, 2009). Dis-stress targets the weak points of the emotional, cognitive and

somatic systems producing a unique profile in every individual. Clergy report extensive physiological symptoms of stress including insomnia, migraines and stomach complaints together with mental symptoms including depression, anxiety and suicidal thoughts (Turton, 2003).

The complexity of stress presentations causes difficulty in quantitative measurement and thus research has focused on identifying underlying stressors. Within the UK, the Health and Safety Executive's Management Standards Indicator Tool (Health & Safety Executive, 2008) is the most widely accepted tool for assessing the typical, broad generalizations of work-related stressors and this assesses the impact of six primary practical and relational organizational stressors: Demands, Control, Managerial Support, Peer Support, Relationships, Role and Change (Cousins et al., 2004). While research into the WRPH of CoE clergy has consistently highlighted the relevance of general organizational stressors as a cause of work-related stress (e.g., Berry et al., 2012), the peculiar demands experienced by clergy has prompted the development of tools that capture particular ministry stressors (e.g., Lee, 1999).

In studies exploring the relationship between differentiation and work-related stress, Hanson's (1997) research with nurse middle managers found differentiation to be negatively correlated with the physiological symptoms of stress as captured by the SF36 medical outcomes survey (Tarlov et al., 1989). Hanson utilized DSI-R's measure of differentiation but also explored another of Bowen's fundamental principles, triangulation, the process whereby when tension arises in a relational dyad, the two individuals pull in a third to relieve tension and stabilize the relationship. Hanson identified that triangulation was a separate component of nurse manager job stress, whose impact was not captured by the DSI-R measure.

Salmabadi, Farshad, Salimi & Alikhani (2015) and Beebe (2007) focused on the relationship between differentiation and work stressors including role overload, role ambiguity and responsibility. Salmadbadi et al. (2015) found that job stress in teachers could be predicted by their level of differentiation (DSI-R) and spiritual intelligence: as differentiation and spiritual intelligence increased, so job stress decreased. Beebe (2007) found that differentiation (DSR-C) was negatively correlated to clergy's experience of role overload and role ambiguity.

In a study investigating the impact on therapists of exposure to traumatic events via their client work, Halevi and Idisis (2017) found a strong negative correlation between vicarious traumatization and differentiation indicating that therapists with high levels of differentiation were able to resist the negative impact to both personal and professional functioning of the stress of working with trauma survivors.

2.4.2 Burnout

Burnout was first observed independently in the 1970s by Freudenberger (1974), a psychiatrist observing volunteers in community service agencies, and Maslach (1976), a social psychologist researcher interviewing human services workers regarding emotions in the workplace. The term "burnout" expresses metaphorically the extinguishing of energy experienced by these workers. Where once a "fire was burning strongly", now all that remained was exhaustion, negative emotional turmoil and an "erosion of the spirit" (Grosch & Olsen, 1994 p. 4).

Burnout is considered the last act of the stress cycle, developing gradually over a period of years of chronic exposure to occupational stress causing unmitigating overproduction of cortisol. The Maslach Burnout Inventory (MBI, Maslach & Jackson, 1986), the first and most widely used instrument for the assessment of burnout (Schaufeli, Leiter & Maslach, 2009) identifies three burnout dimensions; emotional exhaustion, cynicism and a lack of personal accomplishment or efficacy**.**

Emotional exhaustion encompasses the extensive individual stress response which has reached breaking point in burnout sufferers and manifests itself with extreme symptoms including physical and psychological exhaustion (Shirom & Melamed, 2006), sleep impairments (Grossi, Perski, Osika & Savic, 2015) and deficiencies in executive functions, attention and episodic and working memory (Deligkaris, Panagopoulou, Montgomery & Masoura, 2014). At this critical level of exhaustion there is a sequential progression to cynicism, the expression of interpersonal irritation, hostility and increasing conflict experienced towards clients, colleagues and senior staff (Maslach, Schaufeli & Leiter, 2001). As exhaustion reflects the breakdown of self-regulatory stress management so cynicism reflects the breakdown of the normative interactive co-regulation of stress using attachment figures (Luyten & Van Houdenhove, 2012).

The third dimension of burnout, lack of efficacy, encapsulates feelings of incompetence, lack of achievement or productivity at work and self-blame. The relatively low correlation of efficacy with the other two burnout dimensions (Lee & Ashforth, 1996) and the fact that efficacy seems to develop independently and in parallel (Leiter, 1993) suggests that exhaustion and cynicism may represent the core of burnout with efficacy

aligned more closely with the positive psychology factor, engagement (Schaufeli, Bakker & Salanova, 2006).

While clergy studies have consistently found that the rates of clergy experiencing burnout remains typical of other health or social care professionals (e.g., Adams, Hough, Proeschold-Bell, Yao & Kolkin, 2016), there is concern that the high degree of personal satisfaction ministers experience conceals unsustainably high levels of emotional exhaustion and significant interpersonal withdrawal and cynicism (e.g., Francis, Robbins, Kaldor & Castle, 2009; Robbins & Francis, 2010; Brewster, Francis & Robbins, 2011). Ultimately this balancing act is not stable and when exhaustion and withdrawal levels eventually surpass satisfaction, burnout results (Randall, 2013), acting as one of the main contributing factors for CoE clergy finally leaving ministry (Randall, 2004).

Beebe found that with both clergy (2007) and nurses (2009), functioning at higher levels differentiation of self and role was related to lower levels of burnout. For clergy the largest impact was found in the relationship between differentiation and emotional exhaustion. This negatively correlated relationship between burnout and differentiation was also identified by Hanson (1997).

2.4.3 Spiritual Dryness

Stress and burnout articulate the physiological, psychological and behavioral features of negative psychological health; however, Grosch and Olsen (1994, 2000) and Foss (2001) identify an additional spiritual manifestation of the stress presentation, spiritual

dryness. Symptoms of spiritual dryness include a loss of meaning and purpose together with feelings of estrangement, alienation and despair. This is particularly pertinent for clergy where spirituality is an integral aspect of their call and vocation.

Although there is limited research into spiritual dryness as a dimension of negative psychological health, Büssing, Baumann, Jacobs and Frick (2016) identified that emotional exhaustion, a lack of perception of the transcendent and low sense of coherence (incorporating a sense of the comprehensibility, manageability and meaningfulness of situations) were predictors of spiritual dryness. This suggests that if cynicism reflects the breakdown in the co-regulation of stress using human attachment figures (Luyten & Van Houdenhove, 2012), so spiritual dryness might reflect a similar breakdown in relationship with the transcendent.

Only one study has explored the relationship between differentiation and spiritual dryness and Hanson (1997) found a negative correlation between the two, such that higher levels of differentiation were associated with reduced spiritual dryness.

2.4.4 Work Engagement

Originally defined as simply the opposite end of the burnout scale (Maslach & Leiter, 1997), research indicated that the strongest relationship between work engagement and burnout was the correlation between a lack of professional efficacy within the burnout subscale and all three aspects of the variable ‘engagement’. This suggests that it is more appropriate to consider work engagement as an independent, distinct concept rather than on the burnout continuum (Schaufeli et al., 2006).

As such the Utrecht Work Engagement Scale defines and operationalizes work engagement as a persistent and pervasive positive, fulfilling work-related state of mind that is characterized by vigor, dedication, and absorption such that people have high levels of energy while working, identify enthusiastically with their jobs and find themselves happily engrossed in their work (Schaufeli, Salanova, González-Romá & Bakker, 2002). Work engagement captures both an intrapsychic, energetic personal resilience together with a capacity for interpersonal workplace participation and engagement. The antithesis of engagement may be considered to be disengagement, or alienation, expressing an individuals' lack of commitment and motivation (May, Gilson & Harter, 2004).

The Church of England's five-year Experiences of Ministry Project found that clergy were highly engaged (Clinton, 2016); however, they also identified that that high levels of work engagement did not necessarily result in positive WRPH in the long term. Instead work engagement acted like a double-edged sword: work-related vigor led to longer working hours and difficulties detaching from work which ultimately produced greater emotional exhaustion and heightened risk of burnout.

In addition, Clinton (2016) identified that the typical resources fostering engagement in other occupations such as learning and development, organizational support or leadership were not relevant to clergy. Instead, clergy were most engaged at a local parochial level rather than diocesan level and were motivated, not from an institutional commitment but from their sense of faith (Archbishop's Council, 2010).

While there have been no specific investigations into the relationship between work engagement and differentiation, research has shown a consistent positive correlation between differentiation and a variety of other job-related measures. These include job satisfaction with teachers (Cochran, 2011), clinical and educational nurses (Beebe & Frisch, 2009) and employees from a variety of professions (Cavaiola, Peters, Hamdan & Lavender, 2012; De Carbonei, 2007). Specifically, differentiation was related to a greater satisfaction with colleague and supervisor relationships (Cochran, 2011; Beebe & Frisch, 2009; Cavaiola et al., 2012); customer relationships (Cavaiola et al., 2012); resources (Beebe & Frisch, 2009); working conditions, responsibility and security (Cochran, 2011). Sloan, Buckham and Lee (2017) also found a positive direct relationship between differentiation and organizational commitment in the workplace. Organizational commitment has previously been linked to measures associated with work engagement including lower turnover rates (Allen & Meyer, 1990), higher job performance (Meyer, Paunonen, Gellatly, Goffin & Jackson, 1989), higher job involvement and organizational citizenship behaviors (Meyer, Stanley, Herscovitch and Topolnytsky, 2002).

2.4.5 Relationship between Differentiation and General Psychological Health

Given the small body of literature pertaining to the relationship between differentiation and WRPH it seems pertinent to inform this study with research exploring the relationship between differentiation and general psychological health.

The positive relationship between differentiation and WRPH reflects more general research into psychological health which has shown that individuals with higher levels of differentiation experience less psychological distress than people with lower differentiation. This includes research utilizing the Hopkins symptom checklist (e.g., Krycak, Murdock & Marszalek, 2012; Bartle-Haring, Glad & Vira, 2005; Ross & Murdock, 2014; Skowron, 2004) and the Brief Symptoms Inventory (Tuason & Friedlander 2000; Murdock & Gore, 2004; Kim-Appel, Appel, Newman, Parr, 2007).

Levels of differentiation have been found to be negatively related to specific anxiety focused psychological disorders, Trait Anxiety (Tuason & Friedlander 2000) and Social Anxiety (Peleg & Zoabi, 2014), perhaps reflective of the role differentiation plays in managing anxiety. Differentiation has also been found to mediate the association between family violence and Generalized Anxiety Disorder (GAD), such that for people who are exposed to violence or abuse during childhood, differentiation is negatively correlated with GAD (Priest, 2015).

Differentiation has been shown to be positively correlated with a variety of indicators of well-being including satisfaction with life (Ross & Murdock, 2014) and optimism (Sahin, Nalbone, Wetchler & Bercik, 2010) and it might be expected that such approaches to life would influence one's experience of the working environment. Reflective of the proposition that lower levels of differentiation may be related to spiritual dryness, Ng (2014) found that differentiation was positively correlated with daily spiritual experiences.

In support of the relationship between differentiation and positive working relationships, differentiation has been found to be positively related to a variety of other relational

indicators including relationship quality (Holman & Busby, 2011), security (Skowron & Dendy, 2004) and satisfaction (Didericksen, Edwards, Wetchler & Walker, 2015; Lal & Bartle-Haring, 2011; Skowron, 2000); marital adjustment (Rodríguez-González, Skowron, Cagigal & Muñoz, 2016) and family satisfaction (Kim et al., 2015). In support of Bowen's concept of intergenerational transmission, that levels of differentiation are passed through families, Peleg, Halaby and Whaby (2006) found that maternal differentiation was negatively correlated with preschooler's separation anxiety.

The majority of these studies have been conducted in America with predominantly Caucasian participants. This led to concern about the validity of the concept for other cultures; however, recent research has pointed to the pertinence of differentiation with persons of color (Skowron, 2004); South Koreans (Kim et al., 2014; 2015); Filipino communities (Tuason & Friedlander, 2000); Druze mothers (Peleg et al., 2006); Israeli-Jewish Adolescents (Peleg, 2004); Spanish couples (Rodríguez-González et al., 2016); Chinese parents (Ng, 2014) and Iranian students (Langroudi, Bahramizadeh & Mehri, 2011).

2.4.6 Summary of Differentiation and WRPH

The section reviewed the empirical research exploring the relationship between differentiation and WRPH. Although there is only a small body of literature, results indicate that differentiation is negatively correlated with stress, burnout and spiritual dryness. While no studies have tested differentiation's relationship to work engagement, related studies regarding work satisfaction suggest that it would be positively correlated with work engagement. General cross-sectional research also indicates that higher levels

of differentiation are associated with positive psychological health, a reduction in susceptibility to anxiety related disorders and an experience of greater relationship satisfaction. As yet, these relationships have been explored through cross-sectional rather than longitudinal studies, only one author has explored the relationship between levels of differentiation and WRPH in a clergy population and there are no papers examining differentiation in a UK population.

2.5 Role of Differentiation within the Stress - Psychological Distress Relationship

The research reviewed in the previous section indicates that differentiation has an inverse relationship with measures of negative WRPH and a direct relationship with positive WRPH and psychological health in general. This suggests that if Bowen coaching successfully raises differentiation, which was indicated by the earlier literature review, then participation in a Bowen coaching intervention should lead to improved WRPH.

This section now considers how differentiation may impact the experience of clergy WRPH. Firstly, research identifying the antecedents of clergy WRPH are explored through the lens of the job-demands-resources model (Demerouti et al., 2001). There is very little research explicitly exploring how differentiation may impact these precursors of WRPH so research studies investigating the role of differentiation in the experience of general psychological health will be considered.

2.5.1 Antecedents of WRPH

"Good work" is defined as work that promotes flourishing and can improve work-related psychological health (BPS, 2010), reducing levels of emotional exhaustion and symptoms of burnout while encouraging work engagement. This does not involve removing all negative and stressful experiences, instead, work that promotes well-being is operationalized as incorporating the experience of challenging and complex demands with the provision of sufficient resources (Dodge, Daly, Huyton & Sanders, 2012). This interaction is articulated within the dominant account of occupational stress and well-being, the job demands-resources model (JD-R, Demerouti et al., 2001).

According to the JD-R model, job demands refer to those aspects of the job that require sustained physical, social or psychological effort and evoke a health impairment process that leads to exhaustion and negative physical or psychological health (Bakker, Demerouti & Sanz-Vergel, 2014). In contrast, job resources are physical, psychological, social or organizational aspects of the job that promote work engagement, reduce job demands and stimulate personal growth and development via a motivational process (Bakker et al., 2014). In addition, WRPH is recognized as resulting from an interaction between the objective level of demands and resources and the subjective individual appraisal of these factors (Beck, 1996; Alarcon, Eschleman & Bowling, 2009).

Clerical research has identified the particular practical and relational demands related to the ministerial role. Practical stressors include excessive workload, role ambiguity, unrealistic expectations and lack of autonomy (e.g., Charlton, Rolph, Francis, Rolph & Robbins, 2009; Berry et al., 2012; Grosch & Olsen, 2000). Interpersonal stressors stem from relationships with senior staff, peers or congregation and include experiences of

isolation, absence of support, boundary ambiguity, presumptive expectations, conflict, bullying and criticism (Scott & Lovell, 2015; Lee, 1999; Berry et al., 2012). The highly permeable border between work and family life in the clerical profession also leads to increased demands at the interface between work and personal life with work-family conflict particularly accelerating burnout (Burton & Burton, 2009; Innstrand, Langballe & Falkum, 2011).

With regards to resources clerical research has highlighted the role of job, relational, personal and spiritual resources. Job resources may be located at the level of congregation-at-large, including the experience of job security (Buys & Rothmann, 2010) and financial security (Proeschold-Bell et al., 2015), or at the level of work and task organization, where resources include autonomy, control, instrumental support and development opportunities (Buys & Rothman, 2009; 2010).

Interpersonal resources include the experience of social support from one's congregation, senior staff, colleagues, family and relationships outside the church (Proeschold-Bell et al., 2015; Buys & Rothman, 2009; 2010; Lee, 1999; Scott & Lovell, 2015; Innstrand et al., 2011) and experiencing a meaningful sense of connection, belonging and contribution (Proschold-Bell et al., 2015). It is of note that interpersonal factors such as supervisory support may act on one hand as a demand, fostering exhaustion, or may act as a motivational resource (Buys & Rothman, 2009; 2010), depending on the quality and experience of the relationship (Day & Leiter, 2014).

Personal resources are defined as relatively stable characteristics of the self that are associated with resilience and with a person's perceived ability to negotiate their environment successfully (Bakker et al., 2014). Within the body of research conducted

into the WRPH of CoE clergy, personality traits of neuroticism and extraversion, have emerged as some of the most predictive variables of negative and positive psychological health respectively (Rodgerson & Piedmont, 1998; Rutledge & Francis, 2004; Miner, 2007; Randall, 2013; Robbins & Francis, 2014).

Neuroticism, captured in both the Eysenck's three-dimensional personality model (Eysenck & Eysenck, 1985) and the Five Factor Model (Costa & McCrae, 1992) whose opposite pole is emotional stability, captures a tendency to experience unpleasant emotions easily, to struggle to control one's emotional impulses and use emotion-focused coping to counter stress. It has been suggested that neuroticism affects psychological health by altering the perception of one's environment (Alarcon et al., 2009). Those with low emotional stability are more likely to interpret a working environment as threatening rather than benign, increasing their perception of job demands and related emotional exhaustion (Bakker et al., 2010). They may also believe that they have less control over this environment, hence reducing the availability of this beneficial resource (Mäkikangas, Feldt, Kinnunen & Mauno, 2013).

Clergy who have a preference for extraversion, gain their energy from their outside world, tend to be relationally focused, seek stimulation in the company of others and are outgoing, energetic and talkative. Research suggests that extravert individuals experience greater WRPH (Francis et al., 2009; Rutledge & Francis, 2004) because of their relational approach to emotionally challenging situations, where they take up opportunities to engage with others and accessing social support which amplifies their perceived job resources (Bakker et al., 2010) thus enhancing WRPH (Krycak et al., 2012).

Other lower-order personal resources include holding an internal orientation to ministry, where one relies on personal qualities and skills for ministry legitimation as opposed to external congregational support and encouragement (Miner, 2010); holding low levels of contingent or job performance-based self-esteem (Nordeide, Skogstad & Einarsen, 2008; Hallsten, Josephson & Torgén, 2005; Innstrand et al., 2011); utilizing particular types of coping strategies (Doolittle, 2007), the capacity to define clear boundaries (Wells, Probst, McKeown, Mitchem & Whiejong, 2012; Vaccarino & Gerritsen, 2013) and emotional intelligence (Zysberg, 2017; Salami & Sunday, 2016)

The role of spiritual resources in WRPH is a growing area of clerical research and such resources are defined as a category of personal resources derived from an interaction with the sacred (Miner, 2015). Spiritual resources that have been found to positively impact WRPH include a sense of spiritual relatedness, divine vocational calling, collaborative religious coping style and secure attachment to God (Bickerton, Miner, Dowson & Griffin, 2014; Bickerton, Miner, Dowson & Griffin, 2015; Miner, Bickerton, Dowson & Sterland, 2015; Frick, Büssing, Baumann, Weig & Jacobs, 2015). However, like interpersonal resources, spirituality has the capacity to produce exhaustion and distress as well as foster health (Doolittle, 2007; Pargament, 2007; Frick 2015; Clinton et al., 2017; Bickerton et al., 2014).

2.5.2 Differentiation as a Multifaceted Personal Resource for WRPH

Work-related psychological health has been conceptualized as a state of well-being comprising of low levels of emotional exhaustion and cynicism together with high levels of work engagement and efficacy. The previous section of this literature review suggests

that WRPH results from the interaction between objective job demands and job resources and their subjective appraisal by the individual. Within this context differentiation is defined as a personal resource, with intrapsychic and interpersonal elements, established in one's FoO and relatively stable across the life span, but amenable to degrees of change via therapeutic intervention (Bowen, 1978). This section reviews the quantitative research investigating the role of differentiation in the experience of psychological health in order to consider how differentiation may impact WRPH.

2.5.2.1 Differentiation as an intrapsychic resource

Krycak et al., (2012) investigated Murdock and Gore (2004) and Skowron, Wester and Azen (2004)'s apparently discrepant research findings regarding the relationship between stress and differentiation and identified that when both stressful events and perceived stress were measured, differentiation was a significant partial mediator of their effects on psychological distress. College students with higher levels of differentiation were more likely to perceive the same situation as less stressful than those with lower levels of differentiation.

This interpreter role, where differentiation affects psychological health by altering the perception of one's environment as stressful, can also be seen in the appraisal of work-place stressors where clergy with higher levels of differentiation were found to perceive less role overload and ambiguity which subsequently reduced their vulnerability to burnout (Beebe, 2007). This is the same role previously suggested to be undertaken by the personality trait of emotional stability. Seen through the lens of Bowen theory the

neurotic-emotional stability spectrum does appear to capture the intrapsychic element of differentiation, the capacity to separate instinctively driven emotional reactivity from thoughtful, goal directed activity (Titelman, 2014) and it may be that there is an overlap in the two concepts.

Where interpretation of events is controlled for so that the level of perceived stress is the same, poorly differentiated individuals experiencing high stress continue to report significantly greater levels of psychological dysfunction than well-differentiated individuals (Murdock & Gore 2004). Murdock and Gore (2004) researched the relationship of differentiation to coping styles and their role as an intrapsychic resource to manage the impact of stress. They found that different coping strategies were indicative of individuals' levels of differentiation and that these were predictably related to levels of psychological distress. Reactive, emotional focused strategies and suppressive, avoidant coping methods were both negatively related to differentiation and positively related to psychological distress. In contrast, a thoughtful, reflective coping style was positively related to differentiation of self. These results were subsequently supported by Krycak et al., (2012). However, coping styles did not account for all the variance in interaction between differentiation and stress, highlighting the multi-faceted impact of differentiation in WRPH (Murdock & Gore, 2004).

2.5.2.2 Differentiation as an interpersonal resource

The fact that higher levels of differentiation are related to lower interpersonal stress whether at work (e.g., Cavaiola et al., 2012) or in one's personal life (e.g., Kim-Appel et al., 2007) may suggest that individuals may interpret relational dynamics in the

environment more positively. However, research also indicates differentiation is correlated with secure relational attachments (e.g., Peleg et al., 2006; Skowron and Dendy, 2004; Sloan & Van Dierendonck, 2016); more collaborative conflict management styles (Beebe, 2007) and a greater capacity to maintain emotional connections during times of disagreement (Wasberg, 2013) or stress (Krycak et al., 2012). This suggests that the interpersonal aspect of differentiation may impact WRPH by enabling the activation and utilization of interpersonal relationships as resources, a protective factor against stress and burnout (Krycak et al., 2012). Given that interpersonal factors can act as resources or demands depending on the situation, enhanced interpersonal engagement associated with higher levels of differentiation may also result in a decrease in the experience of interpersonal demands. While no research has been undertaken to compare differentiation of self with the personality trait of extraversion, the interpersonal impact of higher levels of differentiation seems to overlap with the benefits afforded to individuals with a preference for extraversion (Bakker et al., 2010).

Bowen theory identifies that interpersonal responses to stress vary along a continuum between those who emphasize autonomy, withdrawing and cutting off when under pressure, and those who emphasize relatedness, who tend towards relational fusion and emotional reactivity (Bowen, 1978). Research supports this, indicating that individuals with healthy levels of differentiation manage a path in the middle, maintaining relational connection while acting autonomously (Holman 2011; Kudson-Martin, 1994). Krycak et al. (2012) demonstrated that both those who cut off from others or react emotionally in relationships lose significant emotional support through their distancing or disruptive behaviors which subsequently leads to psychological distress.

However, the relationship between levels of differentiation, interpersonal functioning and psychological health is not clear cut. Krycak et al. (2012) unexpectedly found that individuals expressing higher levels of interpersonal fusion, an indicator of lower levels of differentiation, actually perceived more emotional support and experienced less psychological distress compared to individuals with higher levels of differentiation. They proposed that the tendency of these individuals to rely more heavily on their supportive relationships meant that this sense of merging with others was accompanied by feelings of safety and support.

Krycak did not discuss the possible impact of the societal social construction of gender roles within the study (85% of participants were women); however, other research has indicated the influence of cultural norms of interpersonal behavior in mediating the relationship between differentiation and psychological distress. Ross and Murdock (2014) identified that individuals living in individualistic societies were less likely to experience psychological distress when engaging with withdrawing or cutting off behaviors, indicative of their lower levels of differentiation, because these societies accept and even reward such behaviors. In contrast Kim et al. (2015) explored differentiation in South Korean families and found that their values of family unity and harmony resulted in higher interpersonal fusion but that this had no negative impact on family satisfaction and healthy family functioning within that culture.

2.5.3 Summary of Role of Differentiation within WRPH

This section has explored how differentiation may impact the experience of clergy WRPH. The current research indicates that higher levels of differentiation, which have

been found to be related to lower levels of burnout, stress and spiritual dryness together with heightened satisfaction with work may improve WRPH at both an intrapsychic and interpersonal level.

At an intrapsychic level, differentiation may reduce the subjective appraisal of the situation as stressful by altering the perception of one's working environment and differentiation also appears to lead to the use of facilitative coping strategies. Relationally, differentiation appears to enhance one's engagement with available interpersonal resources and this might also lead to a concurrent decrease in the experience of relationships as demands. However, there is only a small body of research in this area and the majority of these studies were exploring general psychological health, therefore the theories are yet to be explored with regards to WRPH.

2.6 WRPH Intervention Studies

This final section in the literature review will offer a brief overview of research from general and clerical WRPH intervention studies in order to consider the elements of a successful clergy WRPH intervention.

Despite the expansive array of research exploring the presentation and aetiology of different aspects of WRPH there is a relative paucity of actual evaluative research into interventions and those that have been published frequently struggle with procedural shortfalls that limit the potential validity and generalizability of findings (Buljac-Samardzic, Dekker-van Doorn, Van Wijngaaden & van Wijk, 2010). This is reflected in clerical studies, where cross-sectional research, some of which identifies relationships

between well-being and particular support strategies (e.g., Francs et al., 2013; Francis & Turton, 2004), heavily outweigh longitudinal intervention research.

Initially intervention studies focused on a broad array of person-centred interventions that sought to increase personal resources by strengthening physical and psychological resiliency through enabling participants to learn to reinterpret their continuing demands and resources or gain additional skills to help them manage stress and recover from burnout when it occurs (Demerouti, 2014). Such an individual focus may have been guided by definitions of WRPH, defining and describing psychological health in terms of individual experience (Leiter & Maslach, 2014).

Over time evidence began to suggest that organizational factors may play a larger role in the development of burnout than individual factors (Maslach & Goldbert, 1998) and that these risk factors were consistent across professions and over time (Leiter & Maslach, 2014). This led to organization-level interventions which focused on optimizing the work environment by improving congruities between organizational structures and employee needs in specific work-life areas (Leiter & Maslach, 2004) or improving the balance of job demands and resources (Bakker & Demerouti, 2007). Successful projects were identified as involving a collaborative partnership between employer and employee to identify and problem solve one particular element of work-life mismatch (Dejoy, Wilson, Vandenberg, McGrath-Higgins & Griffin-Blake, 2010). These individual and organizational approaches to enhancing WRPH are complementary and effective change has been shown to occur when both are approached concurrently in an integrated fashion (Maslach et al., 2001).

The relevance of interpersonal relationships in WRPH is well established through aetiological research and is increasingly highlighted with recent cross-sectional studies emphasizing the influence of leadership behaviors in fostering positive organizational WRPH (Breevaart, Bakker, Hetland & Hetland, 2014) and the value of multilevel modelling of WRPH, recognizing that individual and group WRPH mutually influence each other (Halbesleben & Leon, 2014). However, there remain very few relational intervention studies into the impact of improving working relationships (Day & Leiter, 2014) and those that exist have focused on very particular elements of relational interactions. An organizational level intervention used group work with co-workers to increase workplace civility (Osatuke, Moore, Ward, Dyrenforth and Belton, 2009; Leiter, Day, Oore & Spence, 2012) and a person-centred intervention sought to improve relationships through assertiveness workshops (Scarnera et al., 2009). Encouragingly both saw improvements in participant burnout scores which were maintained over time.

The few clergy intervention studies also highlight distinct issues pertinent to the development of clerical WRPH interventions. All the studies examined person-centred programmes and either focused on increasing clerical interpersonal and personal resources or examined the effectiveness of short-term crisis interventions. This broadly reflects the provision available for clergy in the UK (Gubi & Korris, 2015; Francis et al., 2013; St Luke's, 2010).

Recognition of the importance of enhancing relational resources informs all clergy interventions, whether through the establishment of support networks (Scott & Lovell, 2015), short term intensive therapeutic relationships (Muse, Love & Christensen, 2016) or peer-support and accountability online groups (Doehring, 2013). However, relationship building opportunities were less effective if the purpose was identified as

enhancing ‘self-care’ and Scott and Lovell (2015) wondered whether redefining psychological and interpersonal interventions as “practical resourcing opportunities for enhancing leadership and pastoral abilities” might make it easier for clergy to engage.

This idea of acceptability impacting intervention engagement might explain the growing presence of peer-support or reflective practice groups as resources for clerical continuing education (and implicit sources of supporting well-being). In those situations where peer-support group participation was freely chosen, well run by a skilled facilitator and suited to the individual’s stress coping strategies then the experience appeared to be valuable (Miles & Proschold-Bell, 2013; Gubi & Korris, 2015). However, the mixed results suggest, in agreement with Cutrona’s Matching hypothesis (1990), that resourcing solutions are never a one-size-fits-all solution, the success of groups being dependent upon their fit with individual clergy needs (Miles & Proeschold-Bell, 2013; Francis et al., 2013).

Scott and Lovell (2015) also found that clergy were reluctant to engage in self-care that was not directly related to spirituality. While this study raised concern that an over reliance on spirituality increased ministers’ introspection putting them at risk of greater isolation, other researchers have utilized clergy’s preference for spiritual self-care to design well received and effective well-being interventions. Doehring (2013) and Muse et al. (2016) both supported clergy to establish a more holistic, spiritual and theological understanding of self-care incorporating psychological skills and insights (Doehring, 2013) or therapeutic intervention (Muse et al., 2016).

As yet there are no organizational level intervention clergy studies. The practical and relational demands of ministry that cause work stress are common to clergy across

denomination and between country which would suggest their relevance; however, clerical organizational interventions are not easily identifiable due to the nature of the clerical profession, where clergy, albeit working within a denominational organizational structure, function highly autonomously within relatively independent churches on a day-to-day basis.

2.6.1 Summary of WRPH Intervention Studies

Thus, general intervention research points to the value of both person-centred and organizational level interventions to tackle the mismatch between job demands and resources and increase individual resilience and resources. Increasingly such studies have emphasized the relevance of interpersonal relationships in WRPH.

Clergy studies focus on person-centred interventions perhaps due to the challenges of intervening at an organizational level. Research highlights the importance of identifying acceptable interventions: resources that support well-being while not focusing explicitly on it, that are seen as practical and relevant to ministerial requirements, and preferably incorporate an element of spirituality.

2.7 Summary of the Literature Review

Given the widespread use of Bowen coaching by clergy within the USA, both as a lens to understand congregational life and a tool to enhance ministerial leadership, it is surprising that there is a comparatively small collection of research investigating the

impact of such coaching. However, the research does indicate that Bowen coaching is acceptable to clergy and highly pertinent for ministerial practice.

These studies indicate that, in support of Bowen theory, coaching does successfully increase participants' levels of differentiation and that this operates at both an intrapsychic and interpersonal level with benefits including a reduction in anxiety and emotional reactivity together with improvements in interpersonal engagement including boundary setting, conflict management and establishing healthier relationships. However, these studies were almost exclusively qualitative in nature and this change was not detected quantitatively.

In addition, these longitudinal studies did not concentrate on Bowen coaching's impact on WRPH, nonetheless cross-sectional studies indicate that differentiation is negatively correlated with stress, burnout and spiritual dryness and would be positively related to work engagement, suggesting that an increase in differentiation through coaching would result in a commensurate increase in WRPH. Unfortunately, only one author has studied this relationship with clergy and no studies have explored the UK clerical population.

The empirical evidence relating to the establishment and maintenance of WRPH suggests that it results from an interaction between the objective counterbalance of job demands and resources and the subjective individual appraisal of these factors. Quantitative studies examining the role of differentiation in psychological health highlight its intrapsychic and interpersonal effects: acting as an interpreter by raising the threshold for perceiving an event as stressful, enabling the use of more beneficial personal coping strategies and improving one's capacity to manage pressure by fostering

an ability to experience relationships as resources. As yet these relationships have not been tested with regards to WRPH or with a clergy population.

Clergy identify practical stressors, specifically work overload, and an array of interpersonal stressors as placing greatest demand upon them. Interpersonal resources are also particularly pertinent to clergy and personality characteristics, spiritual resources and job resources have also been identified as impacting clergy WRPH. Both general and clerical intervention studies highlight the relevance of enhancing interpersonal resources to improve WRPH while clerical research also identifies the obstacles that may prevent clergy accessing psychological interventions.

The aim of this research study is to quantitatively explore the impact of Bowen coaching on the WRPH of CoE clergy. This literature review suggests that Bowen coaching would be an appropriate, acceptable and pertinent intervention for clergy. It addresses the interpersonal dynamics within congregations at both an individual and group level and offers practical responses to these interpersonal demands. This study will explicitly test the link between Bowen coaching, differentiation and WRPH and explore the impact of Bowen coaching with a new population. To this end the research questions will now be rearticulated along with the hypotheses.

2.8 Research Questions and Hypotheses

Research Questions

1. Does Bowen coaching impact participants' differentiation of self and role?

2. What is the relationship between participant's differentiation as identified in their family of origin and their current level of differentiation, as measured at the start and end of coaching?

3. What is the impact of Bowen coaching on participants' work-related psychological health?

4. How does Bowen coaching impact participants' experience of work pressures?

5. Is the experience of relationships as positive resources or negative demands impacted by Bowen coaching?

Hypotheses

1. Participants in the coaching group will show an increased differentiation of self and role in comparison to their scores pre-coaching (1a) whereas the control group will show no change in differentiation (1b).

2. Coaching group participants' initial levels of differentiation of self and role will be positively correlated with their family of origin differentiation (2a); however, after coaching the measures of differentiation will no longer be correlated (2b).

3. Having completed the Bowen coaching, participants will show an increased experience of work-related psychological health as expressed by a decrease in burnout (3a), increase in work-engagement (3b) and decrease in spiritual dryness (3c). Such improvement will not be seen within the control group, where measures of burnout (3d), work-engagement (3e) and spiritual dryness (3f) will stay constant or worsen.

4. At the end of the coaching participants will indicate a decrease in their perception of stress, both relating to general work-related variables (4a) and the severity of ministry specific demands (4b). There will be no such improvement in the control group where perception of stress within general organizational stressors (4c) and severity of ministry specific demands (4d) will remain the same or worsen.

5. Coaching group participants will report an increased experience of supportive relationships and a decrease in the experience of the negative impact of relationships. It is hypothesized that these changes will be seen across different systems: congregation, leadership, peer, family and friends. Specifically, the coaching group will report an increase in congregational support (5a), non-congregational support (5b), a decrease in both work-family conflict (5c.i) and family-work conflict (5c.ii) and an increase in work-family facilitation (5c.iii) and family-work facilitation (5c.iv).

In contrast there will be no improvement within the control group's perception of relationships across the time period. This will result in the measures for congregational support (5d), non-congregational support (5e), work-family conflict (5f.i) family-work conflict (5f.ii) work-family facilitation (5f.iii) family-work facilitation (5f.iv) either staying the same or worsening.

Method

3.1 Organization of Method

This research study aims to examine the impact of Bowen group coaching on the work-related psychological health of CoE clergy. The study's aim, research questions and hypotheses were laid out at the end of the previous chapter following a literature review outlining the empirical evidence in support of Bowen theory and coaching as a resource for enhancing WRPH. This chapter establishes the epistemology of the study and subsequently articulates the quantitative methodology employed to test the research hypotheses including information regarding participant demographics, survey measures and methods of data analysis.

3.2 Epistemology

This research has been conducted within the context of counselling psychology training and thus the development of the study's research paradigm along with the epistemological position took place within an environment which prioritizes the phenomenological stance of valuing and respecting client's individual subjective experiences, personal meaning and complex inner worlds (BPS, 2005).

While such a position might promote the qualitative research stance of a phenomenological reflective practitioner (Orlans & Van Scoyoc, 2009) this study employed a pragmatic approach, recognizing the differences between research methods, but, rather than focusing on the validity of a particular ontology or epistemology,

acknowledged that all attempts to produce knowledge take place within a social context and thus are inherently fallible and limited (Morgan, 2014).

As such the methodology chosen was the one most appropriate for answering the most meaningful research questions (Morgan, 2007), while acknowledging the social action of determining what was 'meaningful' and 'appropriate' (Morgan, 2014) and holding the tension of the limitation of scientific method when applied to the complexity of humanity (Cucchi, 2016).

In order to explore impact of Bowen coaching on the WRPH of Church of England clergy a methodology was needed that would capture participants' experiences from a variety of psychological heath positions, explore overarching themes and patterns and compare the experiences of different groups of participants at different points in time. To this end, the most appropriate approach was to employ a quantitative methodology holding that within a post-positivist critical realist epistemology (Groff, 2004).

The greatest assumption in this approach is that individual experiences can be captured sufficiently accurately through discrete, quantitative scales (Sandberg, 2010). While acknowledging that scales are by nature reductionist, the study sought to gather an accurate and broad picture of WRPH by choosing a variety of scales that were developed through, and reflective of, qualitative well-being research.

The other limitation of the study was engendered by the restrictions of a PsychD study which meant it was only possible to run a small clinical trial. Statistical tests rely upon power analysis to test clinically meaningful hypotheses, but the small numbers of participants meant that real change might occur but not be detected (Arain, Campbell, Cooper & Lancaster, 2010). There was an alternate risk that quantitative "success" might not match subjective experience and this similarly would not be revealed through my study design. (Cypress, 2015). In order to minimize this possibility, effect sizes were calculated along with statistical significance.

3.3 Design

This study employed a longitudinal, control group intervention design using quantitative measures to explore the impact of Bowen group coaching on the psychological health of CoE clergy who self-selected to participate. Between and within subject analysis was employed to compare the outcomes.

3.4 Conceptual Issues

Sampling approach

The gold standard of intervention testing is the randomized controlled clinical trial (Bothwell, Greene, Podolsky & Jones, 2016). The process of identifying a clinical sample population and randomly allocating them to either the intervention or a control

group seeks to reduce bias and those within a ‘waiting list’ control group typically go on to receive the same intervention after the clinical trial. While methodologically beneficial, this approach was not practical for this clergy study.

Firstly, it was not possible to specifically target clergy experiencing poor psychological health via the available diocesan channels and attempting to do so would have been ethically inappropriate given the known concern over confidentiality; clergy support systems being intertwined with their managerial church hierarchy (Berry et al., 2012). This meant that it was necessary to utilize a self-selecting sampling procedure; however, this altered the type of study participant, increasing the likelihood that motivated and relatively psychologically healthy individuals would volunteer.

In addition, there was insufficient interest in the coaching intervention to allocate half to a control group, neither was there the capacity to offer to run the intervention a second time in a ‘waiting list’ approach. This meant that the control group had to be recruited separately from the coaching group, running the risk that the two groups would reflect diverse populations and would not be statistically comparable.

Power Analysis and Effect Sizes

The study was a small clinical trial and in order to reduce the risk that, due to insufficient power, meaningful change might occur but be overlooked in the data analysis, effect sizes were calculated in addition to calculating the statistical significance (Coe, 2002). Effect sizes quantify differences between groups and, unlike significance tests, they are independent of sample size. Effect size was obtained through use of standard deviations

to calculate Cohen's *d* rather than using the paired *t*-test value to calculate Pearson's correlation coefficient (Dunlop, Corina, Vaslow & Burke, 1996). Cohen defined effect sizes as small, *d* = .2," "medium, *d* = .5," and "large, *d* = .8 (Cohen, 1988). ANOVA tests used partial eta-squared (η_p^2) to calculate effect sizes, with $\eta_p^2 = 0.01$ indicating a small effect size, 0.06 a medium effect size and 0.14 a large effect size.

3.5 Ethical Approval

The project was approved by the University of Roehampton's Ethics Committee (ref no. PSYC 15/ 199, Appendix 2) and adhered to the British Psychological Society's Code of Ethics and Conduct guidelines (BPS, 2009). There were no major revisions necessary, two minor adjustments were needed for the practical set up of the online surveys and one adjustment related to the addition of a demographic questionnaire for the coaches.

3.6 Participants

3.6.1 Eligibility Criteria

The inclusion criteria for selection for both the coaching and control group was chosen to be full-time stipendiary parochial CoE ministers whose role was of incumbent or held incumbent status (e.g., team vicar, priest-in-charge) and who worked inside the diocese offering the Bowen group coaching. In addition, clergy participating in the intervention were asked not to be attending other ongoing coaching, training or reflective groups.

Following difficulties recruiting eligible clergy and some late withdrawals it was decided a balance had to be found between keeping the original eligibility criteria and having enough participants to make the groups meaningful and the statistics feasible. The eligibility criteria for the coaching group was widened to all parochial ministers. This allowed trainee clergy (curates), assistant clergy, part-time clergy and self-supporting clergy to participate. The original eligibility criteria remained in place for the control group.

3.6.2 Sample Size

Medium effect sizes were expected in this intervention study therefore 20 participants were required for both the control and coaching groups in order to give meaningful results. The effective group size for interactional therapy groups is typically seven or eight members (Yalom & Leszcz, 2015) and this size has been employed in Bowen group coaching (e.g., Renshall et al., 2013). It was therefore decided to run three coaching groups of eight clergy (i.e. 24 participants in total) with an equal number of clergy acting as controls.

3.6.3 Consent

The advertising for the coaching group clearly stated that it was part of a research project and explicitly articulated the commitment required for survey completion as well as group attendance.

Ongoing informed consent was ensured by asking both intervention and control group participants to read and sign a consent form every time they completed the research survey (Appendix 2). This incorporated information regarding the purpose, nature and length of the survey together with detail regarding the confidentiality and storage of their data and instructions on how to withdraw from the study if they so wished. Coaching group participants were informed that they had the right to withdraw from the research but continue to attend the coaching group if they desired. Participants also received a written debrief at the end of the study (Appendix 2).

Confidentiality was ensured and maintained with use of a self-assigned participant identification code. Data were collected electronically and stored securely. At the conclusion of the research project dual storage is to be established whereby the fully anonymized data will be stored securely for 10 years by both the University of Roehampton and the Head of the Research and Statistics Department at the Archbishop's Council (Appendix 3). No identifying information is included in any process data file or the written report.

3.7 Procedure

3.7.1 Recruitment

A non-random, self-selecting group of participants were recruited to join the coaching group from three hosting dioceses, spread across the country. Each diocese directly

emailed all diocesan clergy inviting them to participate (see Appendix 4 for the advertising material).

Interested participants either contacted dioceses directly or signed up through the researcher. In order to minimize drop-outs the advertising stated all the dates for the courses, emphasized the importance of the training being cumulative and the need to be able to attend all sessions.

The advertising also sought control group participants; however, there were no volunteers. In order to establish a control group, the decision was made to allow dioceses to directly approach those clergy who fulfilled the research criteria and invite them to participate. The involvement of managerial infrastructure introduced bias into the control group sample; however, it did result in being able to obtain control group samples.

3.7.2 Research Procedure

In order to keep the research as separate from the coaching group as possible the researcher was the contact person regarding any issues relating to the research, for example questionnaire completion, and the coaches neither saw the research questionnaire nor were given any details around its content. The researcher also visited each coaching group at the start of either their first or second session in order to answer any questions or concerns about the research and encourage ongoing participation within the research project. The research questionnaire was distributed electronically on a

different day to the coaching group to reduce the potential impact on the experience of the group.

Coaching group participants were asked to complete the questionnaire three times at regular 10 weekly intervals: before the intervention commenced (week 0), half-way through the intervention (week 10) and after completion of the intervention (week 20). Where coaching groups needed to adjust session dates, the dates of survey distribution were shifted accordingly. Control participants were asked to complete the questionnaire twice, at the start (week 0) and the end (week 20).

For each survey participants received an email containing a link to the web-based online survey service Qualtrics. All participants subsequently received a reminder email one week later.

3.7.3 Description of Standardized Intervention

The coaching intervention used Bridge Builders' 'Leading with Emotional Maturity' training course and an overview of the course is presented in Appendix 6. This introduces the key concepts from Bowen's theory, unpacks them through personal genogram work and then specifically applies them to the clergy and congregational context. The course includes individual case-studies and references Jesus as an example of healthy individual behavior. The teaching format incorporated a mixture of didactic presentation, small group work and personal reflection.

The Bridge Builders course is a three-day residential training course therefore the material was adapted for a six-session, monthly training format. The three trainers and researcher met to agree the format and adjust the course materials. A Skype conference call was held halfway through the training to discuss practical aspects of the group sessions, ideas for content adjustments and ending processes.

While all groups used the same teaching material there was one distinct difference in the group experience. The original plan was to run the sessions during the afternoon; however, due to individual diocese requirements one group started their sessions with lunch, another had a lunch break in halfway through the group and the third kept to the original format with no lunch break at all.

3.7.4 Demographics of Bowen Coaches

Three coaches ran the study's coaching groups. Two were male and one female, all white British, with a mean age of 59 years. All three coaches had degrees and two coaches held degrees in theology. Two coaches had subsequently studied up to master's level and the third held a post-graduate diploma. Two coaches were ordained, one was still practicing as a priest.

All three coaches worked full time and incorporated the ongoing training and development of clergy as a fundamental aspect of their professional life. The coaches had trained in Bowen theory an average of 12 years ago. Two coaches attended clergy clinics in America and one attended the Bridge Builder's training course. All had

attended subsequent continuing education courses either in America or with Bridge Builders.

Regarding their current use of Bowen theory in their professional life, all three coaches have taught the Bridge Builders 'Leading with Emotional Maturity' course. In addition, they all regularly use Bowen theory to coach clergy individually, and two also use Bowen theory in mentoring and work consultancy roles (see Appendix 7 for the Bowen Coaches Demographic Survey).

3.8 Participant Demographics

Figure 1 shows the consort flow diagram for the coaching and control groups. Data analysis was only performed on participants who completed both the start and end surveys.

Bowen Coaching Group Participants

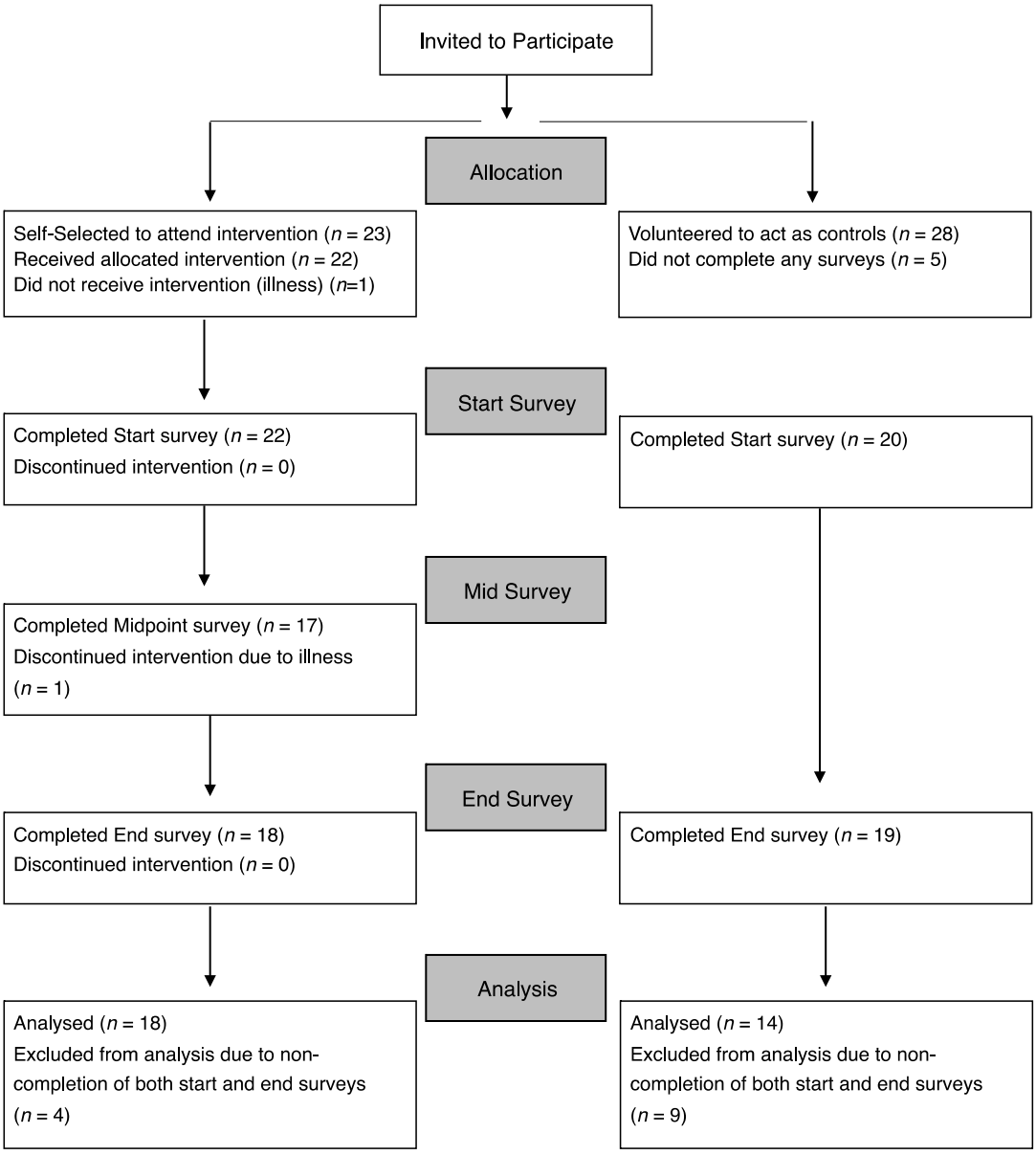
In total 18 participants completed both surveys, of these 10 were female (55.6%) and eight were male, with a mean age of 51.9 years (*SD* = 7.3, Range = 40-65). All were white British, 14 were married (77.8%) and of those who were not, 3 were single (16.7%) and 1 widowed (5.6%).

Regarding their ministerial experience, participants had been ordained priest for a mean of 11.11 years (*SD* = 6.64, range = 1-27) and they had been licensed to their current role

for a mean of 3.38 years (*SD* = 3.07, range = 0-11). All were based in parish ministry and 14 (77.8%) fulfilled the full original inclusion criteria being parochial stipendiary

Figure 1

Consort Flow Diagram for Coaching and Control Participants



clergy in charge of at least one church. Of those that did not fulfil the criteria, two were training curates, one was on sabbatical and one was a non-stipendiary house-for-duty incumbent.

The majority identified as having one distinct ministry role (88.9%) and of those who were responsible for churches (n = 16), 56% were responsible for one church (M = 1.94, range 1-5).

Control Group Participants

There were 14 control participants who completed both start and end surveys. The group comprised of an equal distribution of gender, a mean age of 52.6 years (SD = 8.03, range = 40-64) and 13 participants identified as white British (92.7%). All were married.

The control group had been ordained priest for a mean of 13.79 years (SD = 9.57, range = 5-35) and had occupied their current role for a mean of 5.17 years (SD = 5.18, range 1-20). All were in parish ministry and 12 (86%) fulfilled the original eligibility criteria. The remaining two were both leading churches, but in a non-stipendiary capacity, one was an incumbent and the other priest-in-charge.

Again, the majority identified as having one distinct ministry role (78.6%), the three who specified holding additional roles identified: diocesan responsibility, chaplain and pioneer. One participant did not specify how many churches they oversaw, but for the rest (n = 13), 30% were responsible for one church (M = 2.5, range 1-6, SD = 1.61).

Table 1

Demographics and Ministerial Experience of Participants

		Coaching group (n = 18)					Control group (n = 14)				
		n	%	*M*	*SD*	Range	*n*	%	*M*	*SD*	Range
Gender	Male	8	44.4				7.00	50.0			
	Female	10	55.6				7.00	50.0			
Age (years)				51.9	7.3	25 (40-65)		0.0	52.6	8.0	24 (40-64)
	<40	1	5.6				1	7.1			
	40-60	15	83.3				11	78.6			
	>60	2	11.1				2	14.3			
Ethnicity	White - British	18	100.0				13.00	92.9			
	Mixed - White & Asian						1.00	7.1			
Marital Status	Married	14	77.8				14.00				
	Single	3	16.7								
	Widowed / Widowered	1	5.6								
Fulfilled original eligibility criteria	Yes	14	77.8				12	85.7			
	No	4	22.2				2	14.3			
Years ordained Priest				11.1	6.6	26 (1-27)			13.8	9.6	30 (5-35)
Years licensed in current diocese				7.8	6.0	20 (1-21)			9.9	7.6	25 (1-26)
Years licensed in Role				3.4	3.1	11 (0-11)			5.2	5.2	19 (1-20)
Number of Churches responsible for				1.7	1.4	5 (0-5)			2.5	1.6	5 (1-6)
	0	2					0				
	1	9	56.3				4	30.8			
	2	2	12.5				4	30.8			
	3-5	5	31.3				4	30.8			
	6-10	0	0.0				1	7.7			
	Missing	0					1				
Number of Distinct Ministry Roles	1	16	88.9				11	78.6			
	2	2	11.1				2	14.3			
	3						1	7.1			

3.9 Measures

This section presents the scales used within the study. Appendix 8 contains the advice sheet participants read before completing the questionnaire. Cronbach's alpha for this study are reported in the Data Analysis section.

Table 2

List of Study Measures

Area	Survey	Abbreviation	Appendix
Demographic Profile	Demographic & Ministry Background Questionnaire		8
Bowen Theory	Differentiation of Self and Role-Clergy Version	DSR-C	9
	Family Systems Assessment Tool - FoO Subscale	FSA-O	10
Work-Related Psychological Health	Experiences in Ministry Burnout Inventory	EMS-Burnout	11
	Short Form of the Utrecht Work Engagement Scale	UWES-9	12
	Spiritual Dryness Scale	SDS	13
Work Pressure	Short Version of HSE Management Standards Indicator Tool	MSIT-S	14
	Ministry Demands Inventory	MDI	15
Experience of Relationships	Congregational Support Scale - Abbreviated	CSS-A	16
	Non-Congregational Support Scale	NCSS-A	17
	Work-Family Spillover Measure	WFS	18

Demographic and Ministry Background Questionnaire

This questionnaire was used to collect demographic and ministry information. Developed for CoE ministers (Clinton, 2016) it collects demographic information including gender, age, ethnicity, marital status. There are also questions relating to ministry experience and current roles and responsibilities

3.9.1 Differentiation Measures

Differentiation of Self and Role-Clergy Version (DSR-C)

The DSR-C was used as a measure of Bowen's construct of differentiation. The DSR-C operationalized differentiation of self and role through organizational engagement and was chosen as a measure of Bowen's construct of differentiation because its items are appropriate for work-related psychological health research (Beebe, 2007). The DSR-C consists of 47 items organized around five subscales: Fusion with Others, Emotional Cutoff, I Position, Fusion with Role and I position in Role. Responses were scored on a 6-point Likert scale ranging from 1 (*not very characteristic of me*) to 6 (*very characteristic of me*).

Two subscales capture the interpersonal element of differentiation: The nine-item Fusion with Others subscale unpacks the extent to which an individual over-identifies with others, including tendencies to acquiesce to others' expectations e.g., "I usually go along with what others decide rather than 'rock the boat'". The eight-item Emotional

Cutoff subscale assesses the ability to engage with others in situations of conflict or heightened emotional vulnerability, characterized by responses of distancing and denial e.g., “When there is a conflict in the congregation, I often begin thinking about leaving for a new position”.

The I Position subscale captures the intrapsychic element of differentiation and includes 11 items that assess an individual’s ability to maintain a well-defined sense of self despite pressures to conform to others’ demands or situational exigencies e.g., “When I disagree with someone, I tend to encourage talking about the problem/issue”.

Two further subscales explore relationship with one’s role: the 10-item Fusion with Role subscale explores an individual’s overfunctioning within the clergy role, demonstrated by excessive personal and psychological investment in role fulfilment e.g., “I find it difficult to be absent from the congregation for long periods of time”. Finally, the nine-item I Position in Role subscale reflects individual’s ability to engage in self-defining interactions with others when functioning in the pastoral role, illustrated by clarity of boundaries between expectations of self and role e.g., “I often feel the congregation does not allow for my self-expression outside of the pastoral role”.

Beebe (2007) found that the DSR-C’s construct validity was supported by correlation with Skowron and Friedlander’s (1998) Differentiation of Self Inventory ($r = .83$, $p < .001$), good reliability was indicated (Cronbach’s alpha = .9) and there was a strong test-retest coefficient (.88). The DSR-C tool was specifically developed for clergy; however, a subsequent review and adaptation enabled the scale to alter the professional context while holding the meaning of each item constant, forming a valid and reliable tool for research into vocational burnout in nurses (Beebe & Frisch, 2009).

Family Systems Assessment Tool - FoO Subscale (FSA-O)

The Family Systems Assessment Tool - Family of Origin subscale is a 36-item self-report instrument designed to explore differentiation patterns expressed in relationships and interactions with people that the participant considers having been their family during the most important period of their childhood (Dickinson, 1996). This scale was used in order to capture participants' basic levels of differentiation as established during childhood.

The eight subscales cover the primary concepts from Bowen family systems theory. They include Cutoff e.g., "There were members of my family who didn't talk to each other."; Distancing e.g., "One or more of my family members tended to pull away from the rest of the family when under stress."; Illness Behavior e.g., "Members of my family got sick a little easier than most people."; Individuation e.g., "Members of my family sometimes speak for each other instead of allowing people to speak for themselves."; Psychosocial Problems e.g., "In my family children's behavior problems often happened at the same times as periods of family conflict and stress."; Toxic Issues e.g., "My family had one or more family secrets or "skeletons in the closet" that no one discussed."; Triangulation e.g., "When two family members had a disagreement, I often felt 'caught in the middle'". Participants responded on a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Each subscale was oriented so that higher scores indicated a higher level of functioning.

The FSAT-O showed acceptable levels of reliability (Cronbach's alpha between.75 to .84) and test-retest reliability (ranging from .78 to .92) together with a stable factor structure whereby the same factors emerged consistently. Discriminant and convergent

validity was assessed though comparison to other family assessment instruments where the expected correlations were found.

3.9.2 Work-Related Psychological Health Measures

Experiences in Ministry Burnout Inventory (EMS-Burnout)

Burnout was measured using the Experiences in Ministry Burnout Inventory, a brief 9-item, non-commercially restricted scale written specifically for CoE clergy (Clinton, 2012). The self-administered questionnaire asks participants to rate statements regarding their level of exhaustion, depersonalization and personal accomplishment on a seven-point Likert scale from 0 (*never*) to 6 (*always*), for example, "I feel emotionally drained from ministry". The original validation study identified that the scale had a strong internal consistency (Cronbach's alpha = .7) and good psychometric properties (Clinton, 2012). For analysis the Personal Accomplishment subscale is reversed scored to obtain an overall burnout score.

Short Form of the Utrecht Work Engagement Scale (UWES-9)

Work Engagement was measured using the clergy adjusted version of the shortened Utrecht Work Engagement Scale (Clinton 2012; Schaufeli, Bakker & Salanova, 2006). The original UWES-9 was a self-administered, 9-item, shortened version of the original 17-item Utrecht Work Engagement Scale (UWES, Schaufeli et al., 2002). It kept the original three-dimensional structure of vigor, dedication, and absorption and asked

participants to rate statements regarding how they feel at work on a seven-point Likert scale from 0 (*never*) to 6 (*always/every day*), for example, "At my work, I feel bursting with energy".

The UWES-9 was originally developed using data collected across a variety of occupational groups in 10 countries (n = 14, 521) and showed acceptable psychometric properties, with a good internal consistency (Cronbach's alpha values for the three-item scales exceeded .70 in almost all countries) and test-retest reliability. High internal consistency and correlations between the three factors indicated that the total nine-item score could also be taken as a one-factor, overall measure of work engagement (Schaufeli et al., 2006). The test has subsequently been used in clergy well-being research (e.g., Miner et al., 2015).

The clergy adjusted version (Clinton, 2012) replaced the term "work" for "ministry" and swapped one absorption scale item "I get carried away when I am working" for another absorption question "Time flies when I am working". This scale also showed a good internal consistency (alpha = .92).

Spiritual Dryness Scale (SDS)

The Spiritual Dryness Scale (Büssing, Günther, Baumann, Frick & Jacobs, 2013) was used as a measure of spiritual dryness. Whilst other spirituality scales exist (e.g., Spiritual Well-being Scale, Paloutzian & Ellison, 1982) the SDS was chosen because it closely fits the qualitatively articulated experiences of people experiencing burnout (e.g., Grosch & Olsen, 2000). The SDS was specifically developed to operationalize experiences of spiritual "dryness" as articulated in the writings of mystics including St

Ignatious, the Carmelite friar John of the Cross and the items are drawn from the testimony of Mother Theresa's experiences (Kolodiejchuk, 2007).

The SDS is a 6-item, self-administered scale of uni-dimensional structure where individuals are required to rate statements on a five-point Likert scale from 1 (*not at all*) to 5 (*regularly*), for example, "I have the feeling that God has abandoned me completely". The original validation study with Roman Catholic priests found the scale had good internal consistency (Cronbach's alpha = .87) and validity (Büssing et al., 2013). Subsequent research has confirmed its validity with other Catholic laypersons (Büssing, Baiocco, Baumann, 2018).

3.9.3 Work Pressure Measures

Short Version of HSE Management Standards Indicator Tool (MSIT-S)

Qualitative and quantitative research into clergy psychological health in the UK has consistently emphasized the role of organizational stressors in the burnout experience (e.g., Francis et al., 2009; Berry et al., 2012). These stressors were captured through the use of the MSIT-S. This scale was developed to remove redundant items from the original 35-item measure of organizational stressors (Cousins et al., 2004) and was found to be as reliable and valuable as the original (Edwards, Webster, Van Laar & Easton, 2008; Edwards & Webster, 2012).

The MSIT-S is a 25-item, self-administered scale where participants evaluate the experiences of seven factors of organizational pressure: Demands e.g., “I have unachievable deadlines”, Control, Management Support, Peer Support, Relationships, Role and Change e.g., “Staff are always consulted about change at work” on a 5-point Likert scale from 1 (*never*) to 5 (*always*). The method of scoring means that a high score equates to a low level of work stressors.

The generic business terms used within the scale such as “work”, “line manager”, “department” and “staff” were not appropriate for clergy. To ensure the tool was relevant for clergy these terms were changed to the language of congregations: “Ministry”, “those with pastoral oversight”, “parishioners” and “team”. These terms were taken from other scales used within this research and their relevance and appropriateness confirmed with clergy.

Ministry Demands Inventory (MDI)

The Ministry Demand Inventory was used to measure the more unique pressures experienced by clergy and focuses on the interpersonal demands of clergy with regards to expectations of their congregation (Lee, 1999). The MDI is a 15-item self-assessed scale which asks participants to indicate how often four types of ministerial social situation have occurred in the past six months: Personal Criticism of the minister; Presumptive Expectations of the minister's flexibility and availability e.g., “Your sleep was interrupted by a phone call from a member,”; Boundary Ambiguity e.g., “A member came by your home unannounced.”, and Criticism of the minister's family. Then participants indicate how intrusive they found this behavior on a four-point Likert scale from 1 (*none*) to 4 (*high*).

Lee (1999) employed this tool with a group of 312 American Protestant clergy and found that the tool may be taken as a single scale with good internal consistency reliability for both the frequency and impact measures (both Cronbach's alphas were .82).

3.9.4 Experience of Relationship Measures

Congregational Support Scale - Abbreviated (CSS-A)

The CSS-A was used to identify the interpersonal resources available to clergy from within the congregation. Respondents use a 4-point Likert scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*) to respond to five questions exploring the presence of guidance e.g., "I have someone in the congregation to talk to about decisions in my life", reliable alliance e.g., "There are people in the congregation who will help me if I really need it", reassurance of worth, attachment and social integration from their congregations.

These provisions in social relationships were identified as necessary by Cutrona and Russell (1987). Lee (2010) subsequently reworded items in the first four categories to address congregations as provisions of support. The fifth category was also deemed relevant for this research therefore one item was taken from Caron (2013)'s abbreviated Social Provisions Scale (also based on Cutrona & Russell's research). Lee (2010)'s 15-item tool showed a high internal consistency, with an alpha coefficient of .89.

Non-Congregational Support Scale – Abbreviated (NCSS-A)

In order to explore the interpersonal resources utilized by clergy outside the congregation the wording of the CSS-A scale was adjusted. For example, instead of asking participants to respond to the statement: "There are people in my congregation who value my skills and abilities", it asked them to indicate how much they agreed with the statement: "There are friends or colleagues outside the congregation who value my skills and abilities". In all other aspects it was the same as the CSS-A.

Work-Family Spillover Measure (WFS)

The interaction between work and home life was measured by using the Work-Family Spillover Measure developed by Wayne, Musisca and Fleeson (2004). This measure seeks to understand the demands and resources that family offers to work and vice versa forming a four-dimensional scale capturing two directions of influence (family-to-work and work-to-family) and two effects (conflict and facilitation).

Work-to-home conflict e.g., "Your job reduces the effort you can give to activities at home," and work-to-home facilitation, e.g., ''The skills you use on your job are useful for things you have to do at home," were both assessed by three items. Home-to-work conflict was defined by four items, e.g., "Responsibilities at home reduce the effort you can devote to my job," and Home-to-work facilitation was measured by two items e.g., "Talking with someone at home helps you deal with problems at work." The participants responded on a five-point Likert scale ranging from 1 (*never*) to 5 (*all the time*).

Original validation and reliability tests were performed using occupationally diverse data from the US and the scale has been utilized in clergy specific studies including Innstrand et al. (2011) whose longitudinal study found the values for Cronbach's alpha to be within acceptable limits (ranging from .64 to .79).

3.9.5 Additional Measures

As part of the completion of the above tasks, certain data was collected that has not been analyzed or referred to in this study. Primarily this is because the constraints of a PsychD did not allow sufficient space for meaningful analysis. However, future studies may wish to consider this.

Educational, Professional and Managerial Experience

Participants were asked to identify their highest educational qualification, whether they had a profession prior to ordination and, if relevant, the level of managerial responsibility within this role.

Reflective Practice Group Participant Self-Assessment Form

This assessment was developed by St Luke's Healthcare for the Clergy to establish the efficacy of reflective practice groups for clergy (St Luke's, 2014). It uses a five-point Likert scale from 0 (*extremely irrelevant*) to 5 (*extremely relevant*) to ask participants to rate three statements regarding the relevance and value of the group and one question

regarding the impact of the group on their understanding of group process. In addition, four open questions explored the impact they believed the group would have on their future ministry (Appendix 19).

3.10 Data Analysis

Software

Data from this study was collected via the online survey site Qualtrics and then exported in a format that could be imported into SPSS® Version 24 (IBM Corp. 2016) for analysis.

Data Cleaning

During the intervention several participants forgot their ID codes or changed the code that they used. Upon import within SPSS all participant data was checked and ID codes corrected and linked by utilizing other demographic information e.g., age, gender or years in ministry. Some answers to demographic questions altered across participant surveys, where this was chronological answers e.g., age or years in ministry the answer given at the initial survey was utilized throughout the study. For other questions an educated guess was used to decide which answer to choose. One participant completed less than 50% of the questions, therefore their test was deleted. Missing values were not replaced, instead the option “missing = Listwise” was chosen during analysis.

Data Preparation and Adjustments

In preparation for data analysis variable value labels were correctly set and classified and missing value codes were assigned "-99". There were no outliers that needed adjusting. Reverse scored questions in measures DSR-C, MSIT-S and FSA-O were re-coded together with the "Personal Achievement" subscale within the EMS-Burnout. Subsequently *t,* means and *z* scores were computed for each variable.

3.10.1 Pre-testing

Reliability

The internal consistency reliability of the study measures was tested by calculating Cronbach's alpha at each point of measurement for those who completed both start and end measures. According to Martinez Arias (1995) and Gulliksen (1950) two factors contribute the variability of internal consistency coefficient: the size of the sample and the number of items contained in the instrument. These authors suggest that alpha should exceed .70 for a tool with 10 items or more; however, when a scale or subscale has significantly less items, alpha around .50 is acceptable. Based on these guidelines overall alphas of every scale except one were acceptable at each survey point and with both study groups (Appendix 20- 24).

The WFS Family-Work facilitation scale was the only scale where Cronbach's alpha scores were particularly low. The scale only contains four items; however, four of the

five measures taken by the control and coaching groups were below alpha = .5 (.34 - .66) suggesting that this scale may not be reliable. Further information regarding this scale was gathered when assessing normality of distribution.

Assessing Normality of Distribution

The psychometric properties of the study variables are presented in Appendix 25. Normality of distribution for variables was assessed by inspecting the shape of the distributions using histograms (Appendix 26 shows the histograms for the coaching group start survey), observing the values for skewness and kurtosis and utilizing the Shapiro-Wilk test of normality which is sensitive for a range of sample sizes, in particular for smaller sample sizes of around 20 participants (Shapiro & Wilk, 1965).

Variables were normally distributed with the exception of two measures. NCSS-A had a negative skew and significant Shaprio-Wilk test for measures at all time points with both populations indicating a tendency for participants to report a greater experience of support than would be predicted by a normal distribution. WFS Family-Work facilitation showed a negative skew, high kurtosis and significant Shaprio-Wilk test in three out of five measures, also suggesting that at times participants experienced greater levels of support than would be expected within a normal distribution and indicated a high level of variability amongst subjects.

Given these violations of normality, Wilcoxon signed-rank test was run in addition to paired-sample t-tests to explore the potential difference in results for these variables and effect size were calculated using z values (Appendix 27). There were no differences in

the significance or the effect size of the non- parametric tests compared to the parametric tests for either variable with either group. Given these findings, and the accepted normality of the remaining variables, parametric tests were used on the data throughout the analysis.

Correlation Analysis

Given the assumption of normality of distribution, Pearson's correlation coefficient was calculated to identify any correlations with sociodemographic variables and between the survey instruments. Given the small sample size of the individual groups, correlation analysis was performed on the combined coaching and control data from the start survey (Appendix 28). Data comparisons with ethnicity were ignored as only one participant was non-white British. Neither age, gender nor marital status were related to any WRPH measure therefore it was not necessary to include these within later analysis.

Although participant numbers are small the WRPH measures showed several predicted correlations. Burnout was negatively correlated to work engagement *(r* = -49, *p* = .005) and positively correlated with both spiritual dryness *(r* = .57, *p* = .001) and quantity of work stressors *(r* = .70, *p* = .000). In addition, burnout was negatively correlated with both differentiation *(r* = -.41, *p* = .023) and levels of congregational support *(r* = -.46, *p* = .010). There were no correlations that were counter to the study's hypotheses.

Regarding correlations with work-related experiences, it was noticeable that support from non-congregation relationships decreased the longer participants had been

ordained *(r* = -.41, *p* = .022); however, experiences of spiritual dryness decreased (*r* = -.45, *p* = .010). In addition, while work-family conflict decreased the longer participants had been in ministry (*r* = -.60, *p* = .000), it was still positively correlated with burnout (*r* = .40, *p* = .024), spiritual dryness (*r* = .50, *p* = .004), and work pressure (*r* = -.50, *p* = .004).

3.10.2 Analysis Methods for Testing Research Hypotheses

Only participants who completed both start and end surveys were included in the analysis (coaching *n* = 18, control *n* = 14). The study hypotheses predict the coaching intervention to effect change in one particular direction e.g. increased differentiation of self and this could offer a rationale for utilizing one-tailed hypothesis tests rather than the two-tailed alternative. However, it would not be appropriate to risk ignoring changes in unexpected directions (Ruxton & Neuhäuswer, 2010). Therefore two-tailed tests of alpha level .05 were employed for all statistical analysis. A brief summary of the results which would have been achieved had we utilized one-tailed tests based on the study's directional hypotheses is given at the end of the results section.

Effect size was either obtained through the use of standard deviations to calculate Cohen's *d* or partial eta squared. Cohen defined Cohen's *d* effect sizes as "small, *d* = .2, medium, *d* = .5 and large, *d* = .8" (Cohen, 1988) and partial eta squared values of 0.01, 0.06 and 0.14 represent small, medium and large effect sizes respectively (Richardson, 2011).

Coaching and Control Demographic Profiles

Independent sample *t*-tests were used to analyze for group differences between the demographic profiles of the coaching and control groups and to explore whether there were any differences between the coaching and control groups regarding WRPH, relational and differentiation measures at the start of the research.

Homogeneity of variance was established using Levene's test. One variable produced a significant Levene test result suggesting the assumption of homogeneity of variance had been violated, in this case the test statistics calculated on the basis that equal variances were not assumed were used.

Chi squared tests were used to analyze for group differences in categorical variables: gender, marital status and number of ministerial roles. Ethnicity could not be explored because only one participant was not white British.

In order to perform Chi squared test with such small sample sizes, categories were combined. The Marital Status category was simplified to those in a relationship (married or cohabiting) and those not in a relationship (single, divorced, widowed). The number of distinct ministry roles was simplified into two categories: one role and more than one. Where totals in cells still numbered less than 5, Fisher's exact probability test was used and when the test was a 2x2 design, the continuity correction results were used.

Impact of Bowen coaching

The impact of Bowen coaching was explored using three methods:

ANCOVA

Analysis of covariance (ANCOVA) was used to explore whether the post-test means, adjusted for baseline measurements, differed between the two groups. Homogeneity of regression was established, and ANOVA tests confirmed that were no statistically significant differences between the control and coaching groups at the start of the research. Partial eta squared was also calculated as a measure of effect size, with values of 0.01, 0.06 and 0.14 representing small, medium and large effect sizes respectively (Richardson, 2011).

The strength of the ANCOVA test is that it removes the impact of pre-test baseline measures on post-test scores and accounts for variation around the post-test means that comes from the variation in where the patients started at pretest.

T-tests

While ANCOVA is the standard statistical test for pre-post test comparisons between groups it requires randomization of participants (Wright, 2006) and a large sample size in order to maintain power (Egger et al., 1985). Neither of these conditions were present in this study, therefore the impact of Bowen coaching was also explored using within-subject, paired sample *t*-tests and effect sizes were established using Cohen's *d*.

ANOVA

While the control group only completed two surveys, the coaching group completed three, at the start, midpoint and at the end. This offered the opportunity to use ANOVA to explore the change across the three measuring points. Unfortunately, one coaching participant did not complete the midpoint survey, therefore the number of participants for the ANOVA reduced to 17.

The data was restructured and a one-way repeated measures (within-subjects) univariate ANOVA was performed on the variables and their subsections. This requires independence of participants and normally distributed variables. Sphericity was tested using the Mauchly Sphericity Test. The chi-square value was significant (<0.05) for one result, and here Greenhouse-Geisser estimate was used to correct the results, making adjustments to the degrees of freedom.

Wilk's Lamba only reached significance with one result; however, eta squared was used as a measure of effect size and this indicated noteworthy effect sizes on many variables, therefore graphs were plotted to explore the change in scores over the three time periods and post-hoc pairwise comparison tests using Bonferroni was used to examine the results pair by pair.

Correlations

Correlations were used to explore the relationship between basic levels of differentiation established in childhood as indicated by the FSA-O and current levels of workplace

differentiation measured by DSR-C, to identify whether their relationship changed between the start and end of the coaching period.

3.11 Summary of Method

This Method chapter first established the epistemology and design of the study and then went on to lay out the methodology for the study including participant recruitment and the relationship between the Bowen coaching intervention and the research study. Participant demographics and study measures were introduced and finally the data analysis process and methods including detail of pre-testing were presented. The following Results chapter articulates the statistical outcome of the data analysis and this is then interpreted within the Discussion chapter.

Results

4.1 Organization of the Results

The results section presents the study's statistical data within the framework of the original research questions and hypotheses. Firstly, the profiles of the coaching and control groups are compared to establish whether they are well-matched, enabling subsequent results to be interpreted as consequences of the intervention. Secondly, two hypotheses related to Bowen concept of differentiation are tested: whether Bowen coaching impacts measures of differentiation and the relationship between adult measures of differentiation and the level of differentiation as expressed in one's family of origin. Following this, the impact of Bowen coaching on work-related psychological health measures, experiences of work pressures and experiences of relationships are explored in turn.

4.2 Coaching and Control Demographic Profiles

Independent sample *T*-tests and Pearson chi squared test were used to identify whether there were any significant differences between the coaching and control groups (Table 3-6). No significant demographic differences were found between the two groups in relation to the number of men represented, χ^2 (1, n = 32) = 0.01, p = .76), age, t(30) = -0.17, p = .869, d = -0.06) or relational status of participants (Fisher's exact test, p = 0.085).

In relation to participants' ministerial experience, there were no significant differences in the length of time participants in the two groups were ordained as priest, $t(30) = -0.95$, $p = .349$, $d = -0.35$, licensed in current diocese, $t(29) = -0.83$, $p = .413$, $d = -.31$ or licensed in current role, $t(30) = -.92$, $p = .367$, $d = -0.34$ although small effect sizes were present for each variable. There were also no significant differences in relation to the number of participants who held just one distinct licensed role (Fisher's exact test, $p = 0.642$) and while the difference in the number of churches overseen was not significant, a medium effect size was present, $t(29) = -1.53$, $p = .138$, $d = -0.56$.

Table 3

Demographic Statistics and Independent Sample T-Tests at Start Point

	Coaching group (n = 18)			Control group (n = 14)			
	M	*SD*	Range	*M*	*SD*	Range	
Age (years)	51.9	7.3	25 (40-65)	52.6	8.0	24 (40-64)	$t(30) = -0.17$, $p = .869$, $d = -.06$
Years ordained Priest	11.1	6.6	26 (1-27)	13.8	9.6	30 (5-35)	$t(30) = -0.95$, $p = .349$, $d = -.35$
Years licensed in current diocese	7.8	6.0	20 (1-21)	9.9	7.6	25 (1-26)	$t(29) = -0.83$, $p = .413$, $d = -.31$
Years licensed in Role	3.4	3.1	11 (0-11)	5.2	5.2	19 (1-20)	$t(30) = -.92$, $p = .367$, $d = -.34$
Number of Churches responsible for	1.7	1.4	5 (0-5)	2.5	1.6	5 (1-6)	$t(29) = -1.52$, $p = .138$, $d = -.57$

Table 4

Results of Chi-Square Test and Descriptive Statistics for Gender by Research Group

	Research Group	
Gender	Coaching	Control
Male	8 (44%)	7 (50%)
Female	10 (56%)	7 (50%)

Note. $\chi^2 = 0.098$, df = 1, p = .76. Numbers in parentheses indicate column percentages.

Table 5

Results of Fisher's Exact Test and Descriptive Statistics for Marital Status by Research Group

	Research Group	
Marital Status	Coaching	Control
In a relationship (married or cohabiting)	14 (78%)	14 (100%)
Single, divorced or widowed	4 (22)	0 (0%)

Note. χ^2 assumptions were violated ($n < 5$). Fisher's Exact test (2-sided) $p = 0.085$.

Numbers in parentheses indicate column percentages.

Table 6

Results of Fisher's Exact Test and Descriptive Statistics for Role by Research Group

	Research Group	
Number of Roles	Coaching	Control
One role	14 (87.5%)	11 (79%)
More than one role	2 (12.5%)	3 (21%)

Note. χ^2 assumptions were violated ($n < 5$). Fisher's Exact test (2-sided) $p = 0.642$. Numbers in parentheses indicate column percentages.

Independent sample *t*-tests also compared the initial means of all the surveyed variables (Table 7). Results showed that there were no significant differences between the two groups' initial levels of differentiation ($M_{control1} = 4.07$, $M_{coaching1} = 4.12$), $t(30) = 0.32$, $p = .748$, $d = .119$.

In relation to work-related psychological health there was no significant differences between the burnout scores of the two groups, $t(29) = 0.23$, $p = .82$, $d = .09$. Both groups reported burnout levels at the top end of the low range of burnout, with moderate levels of exhaustion and low levels of depersonalization offset by greater levels of personal accomplishment. Regarding work engagement, both groups showed medium to high levels of work engagement. While the difference between the two groups was non-significant, $t(30) = -1.37$, $p = .18$, $d = -.51$, the medium effect size indicates that the control group ($M = 5.11$, $SD = .98$) were more engaged than the coaching group ($M = 4.64$, $SD = .95$). Both groups showed low levels of spiritual dryness with no significant difference between them, $t(30) = .29$, $p = .77$, $d = .11$.

The coaching and control groups each reported experiencing moderate levels of work pressure as captured by the MSIT-S and there was no significant difference between them, $t(29) = -0.34$, $p = .74$, $d = -.129$. Similarly, there was no significant difference between initial means of frequency, $t(26) = -0.23$, $p = .822$, $d = -.09$ or severity, $t(17) = -0.05$, $p = .96$, $d = -.024$ within the MDI.

Within the three relational measures there were also no significant differences between the two groups; however, there was a small effect size present in the measure of congregational support, indicating that the control group perceived a greater level of support than the coaching group ($M_{control1} = 2.96$, $M_{coaching1} = 2.81$), $t(29) = -0.61$, p = -.548, $d = -.22$ and the medium effect size within the work-family spillover measure indicates the coaching groups' experience of family-work conflict was less than the control group ($M_{control1} = 2.45$, $M_{coaching1} = 2.13$), $t(30) = -1.51$, $p = .141$, $d = -.56$.

While the presence of small to medium effect sizes indicates that there are differences between the two groups, the lack of significant differences in profiles of the two groups suggests that the two groups are relatively well matched and subsequent results can be interpreted as consequences of the intervention.

Table 7

Descriptive Statistics and Independent Sample T-Tests at Start Survey

		Coaching group			Control group			95% CI		*t*	*df*	*p*	Cohen's *d*
Variable	Subscale	*n*	*M*	*SD*	*n*	*M*	*SD*	*LL*	*UL*				
DSR-C		18	4.12	0.53	14	4.07	0.41	-0.30	0.41	0.32	30	.75	.12
FSA-O		18	3.35	0.78	14	3.48	0.87	-0.73	0.47	-0.44	30	.66	-.16
EMS-Burnout		18	2.80	0.68	13	2.74	0.82	-0.49	0.61	0.23	29	.82	.09
	Exhaustion	18	3.46	0.94	14	3.21	0.77						
	Depersonalisation	18	1.72	0.50	14	2.10	0.99						
	Personal Accomplishment	18	4.80	1.13	13	5.13	1.33						
UWES-9		18	4.64	0.95	14	5.11	0.98	-1.17	0.23	-1.37	30	.18	-.51
	Vigour	18	4.11	1.02	14	4.45	1.08						
	Dedication	18	4.91	1.15	14	5.69	1.09						
	Absorption	18	4.91	0.98	14	5.19	1.11						
SDS		18	2.37	0.56	14	2.31	0.62	-0.37	0.49	0.29	30	.77	.11
MSIT-S		18	3.48	0.35	13	3.53	0.54	-0.38	0.27	-0.34	29	.74	-.13
MDI	Frequency	16	2.43	0.68	12	2.49	0.81	-0.64	0.51	-0.23	26	.82	-.09
MDI	Severity	11	1.62	0.29	8	1.63	0.31	-0.30	0.29	-0.05	17	.96	-.02
CSS-A		18	2.81	0.61	14	2.96	0.75	-0.64	0.34	-0.61	30	.55	-.22
NCSS-A		18	3.77	0.38	14	3.73	0.41	-0.25	0.33	0.27	30	.79	.1
WFS	Work-Family Conflict	18	3.53	0.71	14	3.41	0.59	-0.36	0.60	0.50	30	.62	.18
WFS	Work-Family Facilitation	18	2.93	0.63	14	2.98	0.61	-0.50	0.40	-0.23	30	.82	-.09
WFS	Family-Work Conflict	18	2.13	0.50	14	2.45	0.70	-0.76	0.11	-1.51	30	.14	-.56
WFS	Family-Work Facilitation	18	3.57	0.62	14	3.52	0.59	-0.39	0.50	0.24	30	.81	.09

4.3 Differentiation Measures

4.3.1 Impact of Bowen coaching on Differentiation of Self and Role

As predicted in Hypothesis 1a, coaching participants reported a significant increase in the level of differentiation between the first ($M_{coaching1}$ = 4.12, *SD* = 0.53) and last survey ($M_{coaching2}$ = 4.31, *SD* = 0.59) and this change was of small effect size, *t*(17)= -2.7, *p* = .015, *d* = -.36 (Table 8 and Figure 2). Within the differentiation subscales the largest changes were seen in the significant increase of medium effect size in the capacity to take an I position in Role, *t*(17) = -3.40, *p* = .003, *d* = -0.54 and significant decrease of small effect size in the experience of fusion with others, *t*(17) = -3.55, *p* = 0.002, *d* = -0.39. Although non-significant, a small effect size was also observed in the reduction in the experience of fusion in role, *t*(17) = -0.97, *p* = .34, *d* = -0.25.

In contrast, and in support of hypothesis 1b, there was no change in the level of differentiation between the control group's start and end results, *t*(12) = -0.34, *p* = .74, *d* = -.05 (Table 9 and Figure 2). The ANCOVA test indicated that, after controlling for baseline, the difference between the groups at post-test remained non-significant, although there was a medium effect size indicating that the coaching group participants expressed a greater level of differentiation than the control group at the end of the coaching period, *F*(1, 28) = 2.58, p = .12, η_p^2 = .08. (Table 10).

The one-way repeated measures ANOVA test conducted on the three surveys completed by the coaching group participants found that the Wilk's Lambda did not reach significance (*F*(2, 15) = 2.61, *p* = .108, η_p^2 = .27). However, post hoc tests revealed that

the predicted increase between the first and last measures was almost significant (*M*= -0.16, *p* = .099, Table 11).

Table 8

Descriptive Statistics and Paired Sample T-Tests for Coaching Group Differentiation Measures

		Start			End			95% CI		*t*	*df*	*p*	Cohen's *d*
Variable	Subscale	*n*	*M*	*SD*	*n*	*M*	*SD*	*LL*	*UL*				
DSR-C		18	4.12	0.53	18	4.31	0.59	-0.32	-0.06	-2.70	17	0.02	-.36
	I_Position	18	4.16	0.73	18	4.26	0.64	-0.33	0.12	-0.99	17	.34	-.15
	Fusion_Role	18	4.24	0.44	18	4.35	0.54	-0.35	0.13	-0.98	17	.34	-.25
	Emotional_Cutoff	18	4.15	0.69	18	4.25	0.65	-0.34	0.14	-0.91	17	.37	-.15
	I_Position_Role	18	4.14	0.64	18	4.49	0.69	-0.56	-0.13	-3.40	17	0.00	-.54
	Fusion_Others	18	3.91	0.80	18	4.22	0.77	-0.49	-0.13	-3.55	17	0.00	-.39
FSA-O		18	3.35	0.78	18	3.39	0.66	-0.27	0.17	-0.35	17	.73	-.05

Table 9

Descriptive Statistics and Paired Sample T-Tests for Control Group Measures

		Start			End			95% CI		*t*	*df*	*p*	Cohen's *d*
Variable	Subscale	*n*	*M*	*SD*	*n*	*M*	*SD*	*LL*	*UL*				
DSR-C		13	4.06	0.43	13	4.09	0.60	-0.17	0.12	-0.34	12	.74	-.05
FSA-O		14	3.48	0.87	14	3.44	1.01	-0.16	0.24	0.42	13	.68	.05
EMS-Burnout		13	2.74	0.82	13	2.79	0.65	-0.31	0.19	-0.53	12	.61	-.07
UWES-9		14	5.11	0.98	14	4.83	0.90	-0.19	0.76	1.31	13	.21	.29
SDS		14	2.31	0.62	14	2.44	0.65	-0.39	0.13	-1.08	13	.3	-.21
MSIT-S		13	3.53	0.54	13	3.49	0.52	-0.07	0.15	0.80	12	.44	.07
MDI	Frequency	10	2.55	0.85	10	2.25	0.62	-0.14	0.74	1.54	9	.16	.35
MDI	Severity	7	1.63	0.34	7	1.59	0.36	-0.28	0.36	0.29	6	.78	.11
CSS-A		14	2.96	0.75	14	2.86	0.55	-0.23	0.43	0.65	13	.53	.13
NCSS-A		14	3.73	0.41	14	3.70	0.44	-0.06	0.12	0.69	13	.5	.07
WFS	Work-Family Conflict	14	3.41	0.59	14	3.41	0.52	-0.23	0.23	0.00	13	1.0	.0
WFS	Work-Family Facilitation	14	2.98	0.61	14	2.79	0.75	-0.23	0.62	1.00	13	.34	.32
WFS	Family-Work Conflict	14	2.45	0.70	14	2.36	0.77	-0.16	0.34	0.77	13	.46	.13
WFS	Family-Work Facilitation	14	3.52	0.59	14	3.38	0.59	-0.10	0.38	1.26	13	.23	.24

Table 10

Results of ANCOVA Comparison of Bowen and Control Post Test Measures Adjusted for Baseline

		Adjusted Post Test Mean [95% CI]				*df*	*df*	*F*	*p*	η_p^2
Variable		Bowen Grp		Control			*error*			
DSR-C		4.29	[4.15, 4.42]	4.12	[3.96, 4.28]	1	28	2.58	.12	.08
FSA-O		3.35	[3.23, 3.64]	3.38	[3.14, 3.61]	1	29	0.17	.68	.01
EMS-Burnout		2.74	[2.55, 2.93]	2.82	[2.6, 3.04]	1	28	0.32	.58	.01
UWES-9		4.94	[4.59, 5.28]	4.63	[4.24, 5.03]	1	29	1.36	.25	.05
SDS		2.17	[1.94, 2.40]	2.46	[2.20, 2.72]	1	29	2.98	.1	.09
MSIT-S		3.63	[3.5, 3.77]	3.47	[3.31, 3.62]	1	28	2.71	.11	.09
MDI	Frequency	2.18	[1.95, 2.40]	2.22	[1.95, 2.49]	1	21	0.04	.8	.0
MDI	Severity	1.40	[1.16, 1.63]	1.58	[1.33, 1.83]	1	12	1.34	.27	.1
CSS-A		3.06	[2.86, 3.26]	2.83	[2.56, 3.05]	1	29	2.44	.13	.08
NCSS-A		3.61	[3.45, 3.77]	3.72	[3.53, 3.90]	1	29	0.79	.38	.03
WFS	Work-Family Conflict	3.02	[2.8, 3.23]	3.44	[3.2, 3.69]	1	29	7.13	.01	.2
WFS	Work-Family Facilitation	3.15	[2.84, 3.47]	2.77	[2.41, 3.12]	1	29	2.86	.1	.09
WFS	Family-Work Conflict	2.38	[2.16, 2.6]	2.22	[1.97, 2.48]	1	29	0.91	.35	.03
WFS	Family-Work Facilitation	3.50	[3.29, 3.71]	3.39	[3.15, 3.63]	1	29	0.49	.49	.02

Table 11

Bonferroni Comparison for Coaching Group Measures of Differentiation of Self and Role

Comparison	Mean Difference	Std. Error	95% CI	
			Lower Bound	Upper Bound
End survey vs Start survey	0.16*	0.07	-0.02	0.34

* $p < .10$

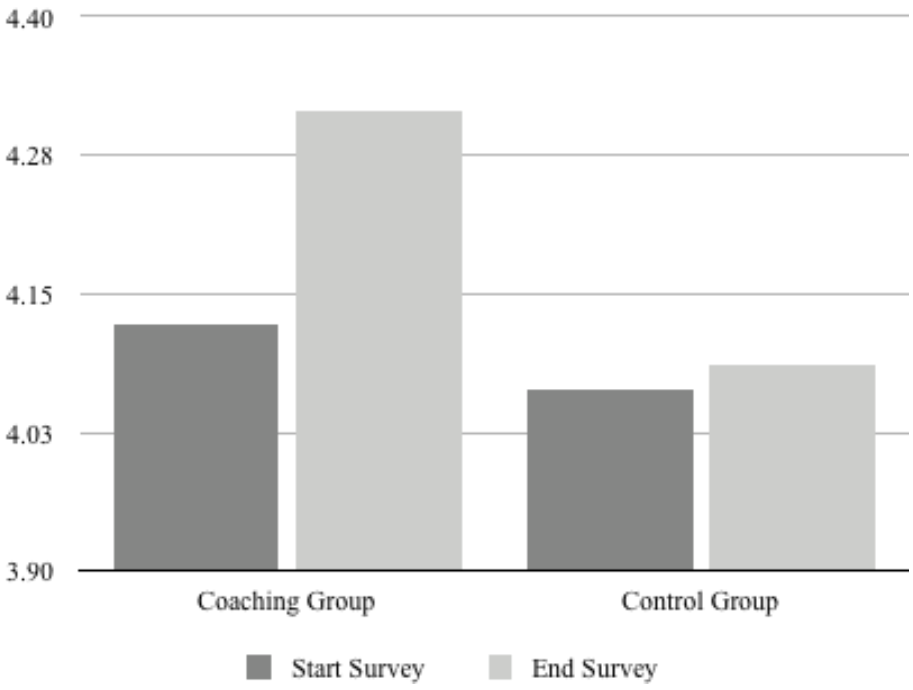
4.3.2 Relationship Between Childhood and Adult Levels of Differentiation

In support of hypothesis 2a Appendix 20 shows that initials levels of DSR-C within the coaching group were significantly correlated with differentiation within one's FoO differentiation, as assessed by the FSA-O ($r = 0.48$, $p = .04$). As predicted in hypothesis 2b, this correlation had reduced to non-significance by the end of the intervention period ($r = 0.25$, $p = 0.32$, Appendix 23).

To test whether the coaching group's change in self-reported differentiation was due to an alteration in their judgement of their own functioning as they grew in their understanding of Bowen concepts the beginning and end measures of the FSA-O were compared (Table 8). Differentiation reports remained constant from the start to the end, $t(17) = -0.349$, $p = 0.731$, $d = -0.18$, indicating that an increase in knowledge had not altered judgements regarding differentiation.

Figure 2

Level of Differentiation of Self and Role for Coaching and Control groups at Start and End Surveys



4.4 Impact of Bowen Coaching on Work-Related Psychological Health

4.4.1 Burnout

ANCOVA results indicate that while the difference in levels of burnout between the two groups at the end of the coaching period remained non-significant, the impact of controlling for baseline reveals a difference between the groups of small effect size in

the predicted direction, suggesting that following the intervention the coaching group were now less burnout than the control group $F(1,28) = 0.32$, $p = .58$, $\eta_p^2 = .01$.

Within-subject, paired sample *t*-tests revealed that there had been no change in burnout scores during the course of the intervention for either group. While the lack of change in the control group between the start and end surveys was in agreement with the original hypothesis (3d), $t(12) = 1.306$, $p = .61$, $d = -.07$ (Table 12) the coaching group's result was not predicted (3a), ($M_{coaching1} = 2.80$, $SD = 0.68$, $M_{coaching2} = 2.76$, $SD = 0.68$), $t(17) = 0.35$, $p = .728$, $d = .05$ (Table 13). Within the coaching group the only slight change within the three burnout subscales with a non-significant increase of a small effect size in participants' experience of depersonalization, $t(17) = -1.28$, $p = .22$, $d = -.26$.

Table 12

Descriptive Statistics and Paired Sample T-Tests for Control Group WRPH Measures

		Start			End			95% CI		*t*	*df*	*p*	Cohen's *d*
Variable	Subscale	*n*	*M*	*SD*	*n*	*M*	*SD*	*LL*	*UL*				
EMS-Burnout		13	2.74	0.82	13	2.79	0.65	-0.31	0.19	-0.53	12	.61	-.07
	Exhaustion	14	3.21	0.77	14	3.40	0.89	-0.43	0.04	-1.75	13	.1	.14
	Depersonalisation	14	2.10	0.99	14	1.93	0.51	-0.33	0.66	0.73	13	.48	.17
	Personal Accomplishment	13	5.13	1.33	13	4.97	1.26	-0.28	0.59	0.78	12	.45	.12
UWES-9		14	5.11	0.98	14	4.83	0.90	-0.19	0.76	1.31	13	.21	.29
	Vigour	14	4.45	1.02	14	4.38	0.97	-0.35	0.49	0.37	13	.72	.07
	Dedication	14	5.69	1.09	14	5.21	1.07	0.06	0.89	2.50	13	.03	.44
	Absorption	14	5.19	1.11	14	4.88	1.01	-0.42	1.04	0.92	13	.37	.28
SDS		14	2.31	0.62	14	2.44	0.65	-0.39	0.13	-1.08	13	.3	-.21

Table 13

Descriptive Statistics and Paired Sample T-Tests for Coaching Group WRPH Measures

		Start			End			95% CI		*t*	*df*	*p*	Cohen's *d*
Variable	Subscale	*n*	*M*	*SD*	*n*	*M*	*SD*	*LL*	*UL*				
EMS-Burnout		18	2.80	0.68	18	2.76	0.68	-0.17	0.23	0.35	17	.73	.05
	Exhaustion	18	3.46	0.94	18	3.41	1.21	-0.31	0.43	0.32	17	.76	.06
	Depersonalisation	18	1.72	0.50	18	1.85	0.61	-0.34	0.08	-1.28	17	.22	-.26
	Personal Accomplishment	17	4.80	1.13	17	4.98	0.91	-0.66	0.35	-0.66	16	.52	-.16
UWES-9		18	4.64	0.95	18	4.78	1.06	-0.43	0.17	-0.89	17	.39	-.15
	Vigour	18	4.11	1.02	18	4.30	1.21	-0.64	0.27	-0.86	17	.4	-.18
	Dedication	18	4.91	1.15	18	5.02	1.14	-0.53	0.30	-0.57	17	.58	-.1
	Absorption	18	4.91	0.98	18	5.04	1.00	-0.58	0.32	-0.61	17	.55	-.13
SDS		18	2.37	0.56	18	2.19	0.54	-0.07	0.43	1.40	17	.18	.33

4.4.2 Work Engagement

In relation to work engagement, whereas at the start of the research the independent sample *t*-test identified a small effect size indicating that the control group were slightly more engaged, ANCOVA results reveal that while the difference between the two groups at the end of the coaching period remains non-significant, $F(1, 29) = 1.36$, $p = .25$, $\eta_p^2 = .01$, the small effect size indicates that the coaching group (adj $M = 4.94$) were now more engaged than the control group (adj $M = 4.63$) (Table 10). This was primarily due to a non-significant decrease of small effect size in work engagement within the control group from the start ($M_{control1} = 5.11$, $SD = 0.98$) to the end ($M_{control2} = 4.83$, $SD = 0.90$), $t(13) = 1.31$, $p = .21$, $d = .29$, supporting hypothesis 3e (Table 12). The coaching

group's level of work engagement remained constant, $t(17) = -0.89$, $p = .39$, $d = -0.15$ which was not predicted within the original hypotheses (3b).

4.4.3 Spiritual Dryness

In tentative support of hypothesis 3c, *t*-tests revealed that the coaching group's scores showed a non-significant decrease of small effect size in spiritual dryness from the start ($M_{coaching1} = 2.37$, $SD = 0.56$) to the end ($M_{coaching2} = 2.19$, $SD = 0.54$) of the intervention, $t(17) = 1.40$, $p = .181$, $d = .33$. One-way repeated measures ANOVA revealed this trend was a non-significant consistent decrease of almost medium effect size across the three time periods, $F(1.42, 22.71) = 0.99$, $p = 0.36$, $\eta_p^2 = .058$. In contrast, and providing support for hypothesis 3f, the control group results revealed a non-significant increase of small effect size in spiritual dryness from the start ($M_{control1} = 2.31$, $SD = 0.62$) to the end ($M_{control2} = 2.44$, $SD = 0.65$), $t(13) = -1.08$, $p = .3$, $d = -.21$. ANCOVA tests showed that this resulted in a non-significant difference between the groups of medium effect size, $F(1,29) = 2.98$, $p = .1$, $\eta_p^2 = .09$.

4.5 Impact of Bowen Coaching on Experience of Work Pressure

4.5.1 Management Standards Indicator Tool

T-tests identified a non-significant reduction of small effect size in MIST-S work pressure across the research time frame for the coaching group, ($M_{coaching1}$ = 3.48, *SD* = 0.35, $M_{coaching2}$ = 3.61, *SD* = 0.42), *t*(17) = -1.72, *p* = .104, *d* = -.38 offering tentative support for hypothesis 4a (Table 14). The improvements were seen within five of the seven subscales. There was an almost significant improvement of small effect size in the satisfaction with how change is managed, *t*(17) = -2.03, *p* = 0.06, *d* = -.41 and small effect sizes were also present in the three relational measures, indicating an increased experience of peer support, *t*(17) = -1.28, *p* = .22, *d* = -.41, management support, *t*(17) = -1.65, *p* = .12, *d* = -.20 and positive relationships, *t*(17) = -1.21, *p* = .24, *d* = -.27.

A subsequent within-subjects univariate ANOVA revealed there was a consistent non-significant decrease of medium effect size in MSIT-S scores from beginning to end of the study (*F*(2, 15) = 0.60, *p* = .564, η_p^2 = .09). Four of the previously identified subscales showed consistent improvements over time: there was a large effect size for the improvement over time of the experience of the variable change (*F*(2, 13) = 1.34, *p* = .296, η_p^2 = .17), and medium effect sizes indicated the perceived increase in peer support (*F*(2, 15) = 0.92, *p* = .421, η_p^2 = .109), relationships (*F*(2,15) = 0.61, *p* = .556, η_p^2 = .08) and role (*F*(2, 15) = 1.08, *p* = .296, η_p^2 = .13).

In contrast, and in support of hypothesis 4c, there was no change in mean MIST-S scores for the control group between the start and end scores, *t*(12) = 0.80, *p* = .44, *d* = .07. ANCOVA tests revealed that these changes resulted in a non-significant change of

medium effect size in the predicted direction whereby coaching group participants experiencing less work stress than control participants at the end of the research, $F(1, 29) = 2.71$, $p = .11$, $\eta_p^2 = .09$.

Table 14

Descriptive Statistics and Paired Sample T-Tests for Coaching Group Work Pressure Measures

		Start			End			95% CI		*t*	*df*	*p*	Cohen's *d*
Variable	Subscale	*n*	*M*	*SD*	*n*	*M*	*SD*	*LL*	*UL*				
MSIT-S		18	3.48	0.35	18	3.61	0.42	-0.29	0.01	-1.72	17	.1	-.38
	Demands	18	2.86	0.75	18	2.88	0.81	-0.33	0.30	-0.09	17	.93	-.02
	Control	18	4.33	0.49	18	4.31	0.43	-0.20	0.25	0.26	17	.8	.06
	Management Support	18	3.30	0.84	18	3.47	0.98	-0.38	0.05	-1.65	17	.12	-.2
	Peer Support	18	3.50	0.58	18	3.74	0.66	-0.63	0.15	-1.28	17	.22	-.41
	Relationships	18	3.53	0.92	18	3.78	1.02	-0.69	0.19	-1.21	17	.24	-.27
	Role	18	3.80	0.57	18	3.93	0.61	-0.31	0.05	-1.51	17	.15	-.23
	Change	18	3.07	0.63	18	3.33	0.73	-0.53	0.01	-2.03	17	0.06	-.41
MDI	Frequency	14	2.45	0.70	14	2.16	0.47	-0.02	0.60	2.05	13	0.06	.42
MDI	Severity	8	1.58	0.29	8	1.38	0.33	-0.28	0.36	1.91	7	.1	.68

4.5.2 Ministry Demands Inventory

Both groups reported decreases in the frequency of ministry demands of small effect sizes and the decrease almost reached significant within the coaching group ($M_{coaching1} = 2.45$, $SD = 2.16$, $M_{coaching2} = 2.16$, $SD = 0.47$), $t(13) = 2.05$, $p = .062$, $d = .42$, whereas it remained non-significant with the control group ($M_{control1} = 2.55$, $SD = 0.85$, $M_{control2} = 2.25$, $SD = 0.62$), $t(9) = 1.54$, $p = .16$, $d = .35$ (Table 14). When controlling for baseline

measures, ANCOVA results identify that there remained no difference between the two groups in their frequency of ministry demands after the coaching intervention $F(1,21) = 0.04$, $p = .80$, $\eta_p^2 = .00$.

Within the control group there was no change in the perceived severity of their ministry demands across the research, $t(6) = 0.29$, $p = .78$, $d = .11$. In contrast, the coaching group reported an almost significant decrease in their perceived severity ($M_{coaching1} = 1.58$, $SD = 0.29$, $M_{coaching2} = 1.38$, $SD = 0.33$), $t(7) = 1.911$, $p = .098$, $d = .68$). ANCOVA tests indicated that this resulted in a non-significant change of medium effect size in the predicted direction, indicating that after the intervention the coaching group participants were experiencing their ministry demands as less severe than the control group, $F(1, 12) = 1.34$, $p = .27$, $\eta_p^2 = .10$. These results offer support for hypotheses 4b and 4d.

4.6 Impact of Bowen Coaching on Experience of Relationship

4.6.1 Congregational Support

At the start of the research, there was a non-significant small effect size present in the comparison between the level of support experienced by the control group compared to the coaching group, indicating that the control group perceived a greater level of support. At the end of the research, *t*-tests revealed no change in the control group's experience of support, $t(13) = .65$, $p = .53$, $d = .13$, while the coaching group had experienced a non-significant increase in support representing a small effect size, ($M_{coaching1} = 2.81$, $SD = 0.61$, $M_{coaching2} = 3.03$, $SD = 0.42$), $t(17) = -1.60$, $p = .128$, $d = -.37$, such that the mean at the end of the coaching period now exceeded that of the control group (Table 15).

ANOVA tests revealed that while this consistent change over the three time points was non-significant, it did represent a large effect size, ($F(2, 15) = 1.155$, $p = .342$, $\eta_p^2 = .133$). While the tests were non-significant, the effect sizes suggest support for hypothesis 5a and 5d. The post-intervention ANCOVA identified that once controlled for baseline, the increased sense of support the coaching group reported in contrast to the control group resulted in a non-significant difference of medium effect size in the predicted direction $F(1,29) = 2.44$, $p = .13$, $\eta_p^2 = .08$.

Table 15

Descriptive Statistics and Paired Sample T-Tests for Coaching Group Relational Measures

		Start			End			95% CI		*t*	*df*	*p*	Cohen's *d*
Variable	Subscale	*n*	*M*	*SD*	*n*	*M*	*SD*	*LL*	*UL*				
CSS-A		18	2.81	0.61	18	3.03	0.42	-0.53	0.02	-1.60	17	.13	-.37
NCSS-A		18	3.77	0.38	18	3.62	0.45	-0.06	0.33	1.40	17	.18	.38
WFS	Work-Family Conflict	18	3.53	0.71	18	3.04	0.57	0.19	0.81	3.23	17	0.005	.69
WFS	Work-Family Facilitation	18	2.93	0.63	18	3.14	0.78	-0.46	0.07	-1.47	17	.16	-.33
WFS	Family-Work Conflict	18	2.13	0.50	18	2.28	0.48	-0.38	0.10	-1.31	17	.21	-.3
WFS	Family-Work Facilitation	18	3.57	0.62	18	3.51	0.52	-0.19	0.31	0.43	17	.67	.09

4.6.2 Non-Congregational Support

As predicted in hypothesis 5e there was no change in the control group's experience of non-congregational support during the coaching period, $t(13) = .69$, $p = .5$, $d = .07$ (Table 9). Unexpectedly, and in contrast to hypothesis 5b, results indicate that the coaching

group experienced a non-significant change of small effect size towards a reduction in the perception of non-congregational support ($M_{coaching1}$ = 3.77, *SD* = 0.38, $M_{coaching2}$ = 3.62, *SD* = 0.45), *t*(17) = 1.40, *p* = .180, d = .38. The within-subjects ANOVA indicated that, although non-significant, this decrease was consistent over time and of large effect size, (*F*(2, 15) = 1.45, *p* = .266, η_p^2 = .16). The ANCOVA test showed that this resulted in a difference between the groups which, while non-significant, represented a small effect size *F(*1,29) = 0.79, *p* = .38, η_p^2 = .03.

4.6.3 Work-Family Spillover

Work-Family Conflict

In firm support of hypothesis 5c.i the level of work-family conflict reported by the coaching group, whose mean was initially as great as the level of Family-Work facilitation ($M_{coaching1}$ = 3.528, *SD* = 0.71) had decreased significantly by the end of the coaching period, and this change represented a medium effect size ($M_{coaching2}$ = 3.04, *SD* = 0.57), *t*(17) = 3.229, *p* = .005, *d* = .69 (Table 15). The results of the one-way repeated measures ANOVA revealed a significant main effect of large effect size (*F*(2,15) = 5.184, *p* = .019, η_p^2 = .409) and post hoc tests indicated that this change was between the first and last surveys (Mean difference = 0.515, *p* = 0.014).

In support of hypothesis 5f.i there was no change in the control group's mean, *t*(13) = 0.00, *p* = 1.0, *d* = .0. In the light of the change in work-family conflict within the coaching group, the ANCOVA test indicated a significant difference of large effect size between the two groups at the end of the research, *F*(1, 29) = 7.13, *p* = .01, η_p^2 = .20.

Family-Work Conflict

In support of hypothesis 5f.ii there was no change in the experience of family-work conflict within the control group, $t(13) = 0.77$, $p = 0.46$, $d = 0.13$. In contrast with hypothesis 5c.ii there was a non-significant increase in family-work conflict for the coaching group which was of small effect size, ($M_{coaching1} = 2.13$, $SD = 0.50$, $M_{coaching2} = 2.28$, $SD = 0.48$), $t(17) = -1.313$, $p = .207$, $d = -.30$. At the start of the research there was a non-significant difference of medium effect size indicating the control group's experience of family-work conflict was less than the control group. At the end of the research ANCOVA tests indicate that having controlled for baseline the difference between the groups remained non-significant with a small effect size $F(1,29) = 0.91$, $p = .35$, $\eta_p^2 = .03$.

Work-Family Facilitation

Results identified a non-significant increase of small effect size in the level of work-family facilitation experienced by the coaching group, ($M_{coaching1} = 2.93$, $SD = 0.63$, $M_{coaching2} = 3.14$, $SD = 0.78$), $t(17) = -1.469$, $p = .160$, $d = -.33$, this suggests support for hypothesis 5c.iii. As predicted by hypothesis 5f.iii the control group showed a non-significant decrease in their experience of work-family facilitation, also of small effect size, ($M_{control1} = 2.98$, SD = 0.61, $M_{control2} = 2.79$, $SD = 0.75$), $t(13) = 1$, $p = .336$, $d = .32$. ANCOVA results show that these changes resulted in a non-significant difference in the predicted direction between the two groups of a medium effect size, $F(1, 29) = 2.86$, $p = .1$, $\eta_p^2 = .09$.

Family-Work Facilitation

The coaching group showed no change in the experience of family facilitation of work, $t(17) = 0.432$, $p = .671$, $d = .09$, their mean score remained high from start to end and was not predicted by the original hypothesis 5c.iv. In contrast, and in support for hypothesis 5f.iv, the control group experienced a non-significant decrease in experience of family-work facilitation of small effect size ($M_{control1} = 3.52$, $SD = 0.59$, $M_{control2} = 3.38$, $SD = 0.59$), $t(13) = 1.26$, $p = .23$, $d = .24$. This resulted in a non-significant difference between the two groups of small effect size, $F(1, 29) = 0.49$, $p = .49$, $\eta_p^2 = .02$.

4.7 Summary of One-Tailed Test Results

In order not to overlook change in unexpected directions the data analysis employed two-tailed hypothesis tests. However, the original hypotheses were directional therefore this section gives a brief summary of the impact of utilizing one-tailed tests based on the study's hypotheses.

ANCOVA tests explored the impact of the intervention by comparing post-test means after adjusting for baseline measurements. With the two-tailed test, one result reached significance, the WFS Work-Family conflict scale. Employing one-tailed hypothesis tests meant that several other variables reached or nearly reached significance in the predicted direction. At the end of the study the coaching group were significantly less spiritually dry ($p = .05$) and experienced significantly greater work-family facilitation. In addition, the increase in their level of differentiation, decrease in their experience of

work pressure and increase in experience of congregational support almost reached significance (p = .06).

Paired sample *t*-tests explored the within group changes. Two-tailed hypothesis tests showed that the increase in differentiation and decrease in work-family conflict reached significance in the coaching group. Utilizing one-tailed tests meant that the decrease in the experience of work pressure also reached significance (p = .05), as did the decrease in the frequency and severity of ministerial demands (p = .03 and .05 respectively). The increase in perceived congregational support almost reached significance (p = .06) as did the increase in experience of Work-Family facilitation (p = .08). Within the control group, one-tailed tests showed a significance increase in the level of exhaustion over the research period (p = .05).

4.8 Summary of Results

Given the study's small sample size, effect sizes were calculated in addition to statistical significance to identify both the magnitude of the differences along with the likelihood that such results were obtained by chance. The results supported the study's original hypotheses that Bowen coaching does increase participants' levels of differentiation, reducing the correlation between adult and childhood levels of differentiation and resulting in a non-significant difference of medium effect size between the level of differentiation within the two groups.

The original hypothesis that coaching would increase WRPH was not fully supported as no results reached significance and while levels of spiritual dryness did decrease,

coaching primarily appeared to maintain participants' relatively low burnout and high work engagement scores. However, analysis of covariance did indicate that at the end of the intervention, in comparison to the control group, the coaching group were experiencing reduced burnout and greater work engagement, both non-significant results of small effect size, together with reduced levels of spiritual dryness, a non-significant result of medium effect size.

Results offer tentative support for the original hypotheses that Bowen coaching would reduce the experience of work pressure; the coaching group identified a non-significant reduction of small effect size in their experience of work pressure and the reduction in perceived severity of ministry demands almost reached significance. When controlled for baseline, the frequency of ministry demands was the same for both groups, but the coaching group's experience of the severity of these demands had reduced by a non-significant difference of medium effect size at the end of the coaching period.

The coaching group experienced a non-significant increase of small effect size of congregational support which led to a non-significant difference of medium effect size between the groups at the end of the coaching period and offers tentative support for the hypothesis that Bowen coaching would lead to positive changes in participant's experiences of relationships. In addition, the results from the work-family spillover measure suggest that positive changes due to Bowen coaching went beyond the workplace to impact family functioning. Having controlled for baseline measures there was a significant difference between the groups at the end of the coaching period with regards to levels of work-family conflict and an almost significant difference of medium effect size with regards to work-family facilitation. This offers support for the hypothesis that the beneficial impact of Bowen coaching would infiltrate both work and family

systems. The discussion section following will consider these findings within the context of the current literature and consider their implications.

Discussion

5.1 Organization of Discussion

This study explored the impact of a Bowen coaching intervention on the expression of WRPH within a clergy sample. Quantitative measures investigated the levels of differentiation as expressed in the workplace, three measures of WRPH: burnout, work engagement and spiritual dryness, and two factors that are predictive of future WRPH, perceived levels of work pressure and experience of relationships. These results were also compared to results from a control group.

In this chapter the main results from the study are summarized, they are presented in relation to the original aims and hypotheses as described in the Literature Review and reviewed and interpreted in relation to existing theories and research. The clinical implications of the research are considered followed by section examining the limitations of the study and areas for future research.

5.2 The impact of Bowen coaching on Differentiation

Differentiation of Self and Role

Bowen's concept of differentiation captures the quality of behavioral and emotional functioning when under pressure. Differentiation is established through patterns of early years interactions, primarily within the FoO, and is relatively stable across the lifespan

(Bowen, 1978). Over time, individual responses become automatic and instinctual resulting in predictable patterns of intrapsychic reactivity and interpersonal behavior that replay in the work environment, also impacting role functioning. Qualitative studies indicate the effectiveness of coaching to increase differentiation in clergy populations (e.g., Grosch & Olsen, 1994); however, this have not been identified in quantitative research.

The study's original hypotheses were that participants at the end of the Bowen coaching group would show an increased self-role differentiation (DSR-C) in comparison to their scores pre-coaching (1a) and in comparison to the control group (1b). The results support these hypotheses, there was a significant increase in the coaching participants' differentiation scores between the first and last measures while there was no change in the control group and thus provide quantitative evidence to substantiate previous qualitative findings.

As with other Bowen coaching interventions, relationships within participants' FoO were explored to shed light on current functioning (McGoldrick & Carter, 2001). However, this research focused the intervention towards workplace functioning by unpacking Bowen theory concepts through the congregational lens and utilizing ministerial case studies to identify how FoO system dynamics were being replayed within clergy ministerial roles. In addition, the research employed Beebe's differentiation of self and role measure (DSR-C, 2007) rather than the more typically employed FoO based differentiation measure (Skowron and Schmitt, 2003). Beebe's scale was developed specifically to assess the expression of differentiation within the workplace including through one's relationship with one's role. This study provides

support for the acceptability and validity of this differentiation measure in a new clergy population and reveals its capacity to identify changes in differentiation over time.

Within the DSR-C subscales the most substantial changes were seen in participants' increased capacity to define and separate themselves from the expectations placed upon their role (shown through a significant change within the subscale I position in Role and to a lesser extent Fusion with Role) and in their significant levels of reduced relational fusion with others, whereby individuals are less likely to acquiesce to other's expectations. Given the intervention's focus on the congregational system it should perhaps be unsurprising that two of these three differentiation subscales related to an increased level of differentiation within workplace functioning. This might suggest that at the end of the intervention the participant's learning was primarily located in their ministry sphere. However significant reduction in relational fusion with others suggests that change in differentiation went beyond the congregational system, to support general functioning as predicted by systems theory (Bowen, 1978).

The change in differentiation was focused on indicators of increasing self-definition and this supports previous quantitative research which suggested individuation might be the first stage of differentiation work (Rover, DesRoches, Hunter & Taylor, 2000). This research supports the developmental trajectory proposed in Bowen theory, that individuals need to increase their level of individuation before they can increase their relational intimacy (Bowen, 1978; Williamson, 1991).

It was expected that the significant increase in the coaching group's level of differentiation would have resulted in a significant difference between the two group scores after adjusting for baseline measures. However, the between subjects ANCOVA

test only identified a non-significant difference between the groups of medium effect size. This highlights the fact that while under the correct methodological conditions ANCOVA draws out the difference between groups whilst controlling for other variables (Breukelen, 2006), in this study, the small, non-randomized sample reduced the power, limiting statistical conclusions.

Adult and Childhood Levels of Differentiation

Bowen theory proposes that an individual's basic level of differentiation, established in childhood and passed on intergenerationally through FoO relationships, remains the same throughout life unless explicit work is undertaken to increase it (Kerr & Bowen, 1988). This change in differentiation is the process that Bowen coaching seeks to facilitate. This study tested Bowen's theory by comparing childhood and adult levels of differentiation, hypothesizing that the two levels will be correlated prior to coaching (2a) but after coaching the correlation will no longer be present (2b).

The study's results support both hypotheses, as the correlation between the childhood and adult measures of differentiation changed from a significant positive correlation prior to coaching to a non-significant relationship at the end of the coaching period. This offers support for the role of Bowen coaching to increase one's level of differentiation beyond that established in one's early years.

5.3 Impact of Bowen Coaching on Work-Related Psychological Health

5.3.1 Burnout

The initial burnout scores from both study groups were reflective of previous clergy burnout research (e.g., Randall, 2013), revealing clergy to be towards the top end of the 'low' burnout category, with moderate levels of exhaustion and low levels of depersonalization offset by greater levels of personal accomplishment. The fact that levels of cynicism were lower than exhaustion provides support for the model of burnout development that suggests burnout begins with emotional exhaustion and progresses into cynicism (Maslach et al., 2001). Scores on the personal accomplishment subscale were reflective of clergy's work engagement scores, supporting previous research that suggests personal accomplishment may be more appropriately defined as an element of work engagement rather than burnout (Schaufeli et al., 2006).

Cross-sectional studies (e.g., Beebe, 2007) have previously found negative correlations between burnout and differentiation. This is predicted by Bowen theory given the repetitive and patterned emotionally exhausting fusion and cynical cut-off behaviors displayed by individuals with lower levels of differentiation in contrast with individuals with higher differentiation (Bowen, 1978). Given these findings, this research hypothesized that if Bowen coaching had helped participants to increase their levels of differentiation, then they would also report lower levels of burnout (hypothesis 3a).

While the results suggest that at the end of the intervention there was a meaningful difference in the burnout scores of the two groups in the predicted direction, such that the coaching group were displaying less burnout than the control group, this result was not significant. Nor was any change detected between the start and end of either group's burnout scores. While this supported hypothesis 3b that there would be no change in the control group, the result with the intervention group was unexpected.

The self-selecting sampling procedure resulted in a large concentration of clergy near the lower limit for burnout. This meant that any hypothesized changes to burnout would be reduced in power and it is possible that in fact this sample distribution caused scale attenuation, meaning that the Bowen coaching appears to have had no effect when in fact it was the floor effect that prevented any differences being identified.

The lack of change in burnout scores also reflect findings from other longitudinal burnout research and highlights the challenge of seeking to facilitate change in a measure that is recognized as highly stable (Schaufeli & Enzmann, 1998). Another possible methodological explanation is that there was a time lag between the intervention and its impact on burnout which the research design did not capture (Zapf, Dormann & Frese, 1996).

Within the intervention group there was a non-significant increase in the depersonalization subscale. The average score remained at the low end of the scale, significantly lower than exhaustion ratings and this may well be an entirely extraneous result given its non-significant nature and the fact that the measure utilized a shortened, three-question, version of this subscale. However, if this did capture an actual shift in relating then it might reflect the earlier differentiation findings suggesting individuals

may currently be working to establish their individuation over their relatedness (Rovers, DesRoches, Hunter & Taylow, 2000).

5.3.2 Work Engagement

There have been no studies directly exploring the relationship between Bowen's concept of differentiation and levels of work engagement. For CoE clergy, in contrast to other professions, vocational calling and a sense of faith underlie their experience of work engagement together with a commitment to their parish (Archbishop's Council, 2010; Clinton et al., 2017). These factors are fundamentally relational, suggesting ongoing work engagement may rely on the attention and care clergy pay to maintaining healthy relationships to their God and their parishioners. A variety of cross-sectional studies have shown differentiation to be related to relationship quality and satisfaction (e.g., Holman & Busby, 2011) and thus this research hypothesized that individuals who receive Bowen coaching, which seeks to improve the quality of relationships, would show a greater level of work engagement at the end of the coaching period (hypothesis 3b) in contrast to the control group who would either remain the same or worsen (hypothesis 3e).

Previous research (e.g., Clinton, 2016) found that clergy are typically highly engaged with their work and this research supported these findings with both groups showing positive levels of work engagement at the start of the research. Initial tests indicated that the control group were slightly more engaged than the coaching group and given that participants self-selected for the intervention it might be conjectured that the coaching group participants were aware of their reduced levels of engagement and the

course gave them the opportunity to do something to support their ongoing ministry perhaps with the desire to increase their work engagement.

At the end of the research the difference in engagement between the two groups had altered in direction, such that the coaching group was now slightly more engaged than the control group which offered tentative support for the original hypotheses. This was primarily due to a decrease in levels of work engagement within the control group whereas in contrast, the intervention group maintained their level of work engagement. The decrease in the level of work engagement within the control group was predicted by hypothesis 3e but the lack of change in the intervention group appears to disprove the study's original hypothesis (3b). However, the statistics do suggest that the coaching enabled clergy to maintain their level of work engagement, something the control group had not been able to do themselves. This type of result has been seen in other intervention research (e.g., Innstrand, Espnes & Mykletun, 2004) and Leiter and Maslach (2014) reflect that maintenance of the status quo in the face of adverse events may be interpreted as a more positive outcome in comparison to worsening control groups.

5.3.3 Spiritual Dryness

Spiritual dryness is not typically employed as a measure of WRPH; however, qualitative exploration of burnout in clergy suggest that spiritual dryness is an additional element of the experience (e.g., Grosch & Olsen, 1994). This research hypothesized that spiritual dryness might reflect an additional relational dimension of negative psychological health, an unmanageable increase in exhaustion resulting in withdrawal from all types

of relationships, human and spiritual. To this end the research hypothesized that the coaching group would show a decrease in their levels of spiritual dryness due to the increasing quality of relationships enabled through their differentiation coaching (3c) and that this change would not be seen in the control group (3f).

The results showed that both groups started the research with low levels of spiritual dryness and whereas the control groups reported an increase in the frequency of their experiences of distance from God, the coaching group's results indicated a move in the opposite direction, reducing their feelings of spiritual dryness. Neither these figures nor the post-test group comparison reached significance, however the positive direction of change highlighted by the ANCOVA offers tentative support for the original hypotheses.

Jankowski and Vanghn (2009) explored the relationship between differentiation and spirituality and found that particular types of prayer were related to differentiation functions of self-regulation. It might be that the perspective transformation offered by the coaching could have enabled participants to understand their circumstances differently. Rather than feeling a failure and perhaps withdrawing from or feeling abandoned by God when faced with challenging congregational scenarios the increased understanding of congregational dynamics and their own functioning together with an improved ability to manage such situations might have shifted their viewpoint enabling them to connect with God through the process.

5.4 Impact of Bowen Coaching on Experience of Work Pressure

Two measures, the Management Standards Indicator Tool (MSIT) and the Ministry Demands Indicator (MDI) were used to explore the impact of Bowen coaching on the experience of work pressures. These surveys included items exploring clergy's perceived level of support, the manageability of work demands, sense of control in their work and congregational presumptive expectations and criticism, all factors recognized as affecting WRPH by either acting as exhausting demands or facilitating resources (Day & Leiter, 2014). Such pressures are taken as measures of the presence of a stressful environment but are also indicative of work scenarios that are conducive to burnout or conversely work engagement over the longer term.

Previous cross-sectional research indicated that levels of differentiation might impact the experience of these work pressures at both an intrapsychic and interpersonal level, reflecting the two aspects of differentiation. Intrapsychically, an increase in differentiation may act to reduce the negative interpretation of such stressors (Krycak et al., 2012) and establish beneficial coping resources to manage stressful experiences (Murdock & Gore, 2004). In addition, enhanced differentiation may increase the interpersonal capacity to activate beneficial relational resources (Wasberg, 2013). To that end this research tested the hypotheses that coaching would reduce participants' experience of work pressures (4a, 4b) and that there would be either no change or a worsening of the experience of pressures in the control group (4c, 4d).

Management Standards Indicator Tool

At the start of the research both groups reported the same, moderate, level of pressure as captured by the six-item MSIT. In support of both hypotheses the final survey showed that there was no change in the experiences of work-related pressures within the control group (4c) whereas the coaching group reported an almost significant decrease in work pressure (4a). The positive change was particularly seen in five of the seven subscales: the three measures of relational support (senior staff, peer and relational support), perceptions of role and experience of change. The positive shift in interpreting relational factors offers tentative support for the theory that Bowen coaching impacts participants' experience of relationships, potentially increasing their capacity to positively utilize relational resources, recognized as a protective factor against stress and burnout (Krycak et al., 2012).

Ministry Demands Indicator

The MDI explored the frequency and emotional impact of uniquely clerical experiences. Over the course of the research the control group reported a slight non-significant decrease in the frequency of negative events; however, the perceived severity of these events remained the same. This was in contrast to the coaching group, who, in addition to experiencing an almost significant decrease in the frequency of demands also experienced a close to significant decrease in the perceived intensity of these demands.

When controlling for the impact of baseline measures there remained no difference between the groups at the end of the research in regard to the frequency of ministry

demands, however there was a non-significant difference of medium effect size indicating that the coaching group were now experiencing their ministry demands as less severe. Such results tentatively support the original hypotheses that Bowen coaching would decrease the perception of work pressures (4b, 4d).

While the correlated decrease in the experienced frequency of events might be seen to be the reason for this decrease in experience of ministry pressure in the coaching group, the fact that there was no such relationship in the control group suggests that coaching may have altered participants' interpretation of ministry demands as stressful and may offer tentative support for the theory that differentiation acts to alter the intrapsychic perception of events (Krycak et al., 2012).

Results from both the MSIT and MDI indicate that although the WRPH measures did not show significant improvement during the research, the coaching established foundations that may positively impact WRPH in the longer term. However, within the MSIT, and reflective of other clerical research (e.g., Charlton et al. 2009; Berry et al., 2012), clergy in both groups rated unrealistic practical demands as their greatest source of pressure and this subscale score did not change after coaching. Bowen theory proposes that as differentiation increases so the ability to establish more effective boundaries and thus manage demands improves (Olsen & Devor, 2015). The development of such a skill has been reflected in qualitative studies (e.g., Grosch & Olsen, 2000) but was not captured in this research. It might have been due to the shorter timescale within this coaching programme and thus could highlight the value of longer-term engagement and application of Bowen's ideas. Given the fact that Bowen theory addresses fundamental aspects of humanity and relationship it is not surprising that practitioners emphasize the work as "life-long" (Galindo, 2009).

5.5 Impact of Bowen Coaching on Experience of Relationship

The impact of Bowen coaching upon participants' experience of relationships was looked at more specifically through three further scales which explored clergy's experience of congregational support, non-congregational (i.e. friends and colleague) support and family relationships. The original hypotheses drew on the focus within Bowen coaching of understanding the emotional dynamics within relationships and practically increasing one's capacity to engage with others in a way that enables self-definition alongside meaningful relatedness.

Reflecting previous qualitative research (e.g., Galindo & Mills, 2016) the research predicted that coaching participants would report an increased experience of supportive relationships and a decrease in the experience of the negative impact of relationships (5a, b, c). In contrast there would be either no change or a worsening within the control group's perception of relationships (5d, e, f). Drawing on Bowen's understanding of the systemic nature of interactions it was hypothesized that even though the focus on the intervention was on differentiation within the workplace these changes would be seen across the different systems clergy inhabited including family and non-congregation friendships (Kerr & Bowen, 1988).

Congregational Support

Results from the congregational support survey offered support for the original hypotheses. The control group reported no change in the level of support they

experienced from their congregation (5d). In contrast the coaching group, who started the research reporting less congregational support than the control group, reported a change in the predicted direction, towards experiencing greater support from their congregation. This led to a non-significant difference between the groups in line with the hypothesis suggesting that the coaching group were now experiencing more congregational support than the control group (5a).

Non-Congregational Support

There was no difference in the amount of non-congregational support experienced by both groups at the start of the research and the level of support experienced was higher than the degree of perceived congregational support. In support of hypothesis 5e there was no change in the control group's experience of non-congregational support. Unexpectedly and in contrast to hypothesis 5b the coaching group experienced a non-significant reduction in their experience of non-congregational support.

Work-Family Spillover

The work-family spillover measure looked at a four-way interaction between work and home life, such that both are able to influence each other in a positive and negative way. Both groups reported the particularly high levels of experience of two variables, the negative impact of work on home life, a factor correlated with burnout (Innstrand et al., 2011) and the positive level of support home life gave to work life.

All hypotheses were supported in regard to the control group (5f). There was no change in the conflicting experiences of work and family relationships where the demands from one sphere continued to negatively impact the other sphere (5f i and iii) and both measures of facilitation showed patterns of non-significant reduction, indicating less positive experiences in work and home life to support functioning in the other domain.

There was a different pattern of results for the coaching group. Here, in support of the original hypotheses, the impact of work on home life improved in both respects: there was a significant decrease in the negative impact of work on home life (5c i) and a non-significant increase in the positive, facilitating impact of work had on home life (5c iii). This led to a significant difference between the groups in the predicted direction with regards to the experience of work-family conflict and an almost significant difference of medium effect size with regards to work-family facilitation. The role of home life as supporting work did not change (5c iv), remaining constantly high and in disagreement with hypothesis 5c ii the coaching participants reported a non-significant increase in the negative impact of home on work life.

Clergy typically report experiences of loneliness and isolation in their roles, relying heavily upon spousal and family relationships for support (McMinn et al., 2005). This research captures the ongoing reliance of support from family relationships but also paints a picture of clergy who also feel that they have support from friends and colleagues; however, it does not indicate whether they would actually draw upon this resource in times of need.

Also reflective of previous research (e.g., Lee, 1999) is the finding that the place of least support for both groups was within the congregation and this was also the area of most

conflict. Given the significant impact such negative relational experiences have on clergy WRPH (Berry et al., 2012) it is encouraging to observe that overall the coaching seems to have enabled clergy to gain a general increase in their experience of relationships as supportive. Although there was a slight decrease in the experience of non-congregational support, other measures indicated an increased experience of support from congregational, senior staff, colleagues and relationships in general. This is in contrast to the control group whose experience of relationships as supportive resources decreased non-significantly in three of the four measures.

Organizational psychology workplace interventions emphasize that it is possible to improve a negative working environment by making adjustments to one or two areas of pressure, as deleterious pressure is additive (Maslach, Leiter & Jackson, 2012). While there is a growing emphasis on the role of relational dynamics in work-related well-being (Leiter, Bakker & Maslach, 2014) very few interventions have focused on this area and those that exist look to adjust very particular elements of relationships (e.g., Osatuke et al., 2009). In contrast Bowen coaching addresses overarching themes of relational interactions and, in agreement with previous qualitative research (Galindo & Mills, 2015), these results suggest that such coaching may improve overall WRPH through impacting the general quality of workplace relationships. The fact that coaching participants increased their quality of workplace relationships while also increasing their capacity to define themselves as measured by the DSR-C shows that they were able to manage the homeostatic imbalance that results after adjusting one's pattern of functioning (Friedman, 1991). It may have been that the supportive, ongoing learning environment of the monthly coaching format facilitated discussions around how to manage the impact of the changes they had made.

While the majority of studies into burnout impress that it occurs solely within the workplace (Maslach et al., 2001) other studies revealed the importance of work-home interaction in the development of work-related stress and burnout (Kossek & Ozeki, 1999). For clergy, work-home conflict makes them more vulnerable to burnout whereas a positive interaction from work-to-home life has a buffering effect on exhaustion (Innstrand et al., 2011). This research found that Bowen coaching both decreased work-family conflict and increased work-family facilitation, suggesting that while no change in exhaustion was identified in the burnout measure, changes in these two significant variables related to burnout might result in a reduction in exhaustion and risk of burnout over the longer term.

While the average perception of non-congregational support by the coaching group remained positive throughout the research the fact that it decreased slightly at the end of the coaching period was unexpected and contrasts with other relational changes. Both groups perceived a slight decrease in support which might suggest that the change was due to external influences, not linked to the coaching. It may have been that non-congregational relationships were considered satisfactory and so participants particularly focused on congregational challenges during the coaching. Perhaps the changing dynamic reflects the impact of participants adjusting their relational behavior, temporarily unsettling previously established relationships (Friedman, 1991) or it might reflect Kayak et al. (2012)'s unexpected finding that higher levels of fusion, one aspect of lower differentiation, have been found to be correlated with higher levels of perceived emotional support. Thus, a perceived decrease in non-congregational support could be related to a participant's increase in differentiation and reduction in fusion.

The increase in family-work conflict was also unexpected although the level of conflict remained far less significant than levels of work-family conflict. It is possible that a previous over-focus on work issues might have allowed clergy to avoid facing their family difficulties which began to reveal themselves when their work-life balance started to improve (Chambers, 2009). Although having a constructive relationship with family is to be desired such conflictual home-work interaction has not been found to be correlated with burnout (Kinnunen, Feldt, Geurts & Pulkkinen, 2006; Innstrand et al., 2011).

5.6 Clinical Implications

The Church of England is beginning to engage with the issue of clergy well-being (CoE, 2017) as concern over the increasingly impaired psychological heath of clergy has grown over the last 20 years. However, it has not proved straightforward to identify interventions that support clergy well-being. This research suggests that Bowen coaching, a well-respected therapeutic psychological approach with a clear theoretical rational for applying its clinical technique to enhancing WRPH may offer such a resource being both acceptable to clergy and effective in supporting work-related psychological health.

The Bowen coaching groups experienced very low dropout rates and high monthly attendance implying the accessibility and relevance of the course. Although the research did not explicitly explore what made the intervention so successful, findings from previous clerical research suggests that the coaching format drew on a variety of particularly pertinent elements. The group format facilitated a supportive environment similar to that offered by beneficial peer group experiences (Miles & Proschold-Bell,

2013) and the exploration of family genograms and case studies enabled the development of relevant personal insights also offered through reflective practice groups (Gubi & Korris, 2015).

In addition, the Bowen coaching groups focused on relational ministry demands, an area of work pressure consistently identified as challenging by clergy (e.g., Berry et al., 2012), incorporated content based on a solid theoretical model and the sessions were structured to foster the development of relevant personal resources and practical interpersonal skills. The course also linked the non-religious Bowen theory to biblical examples which may have helped to integrate the ideas within participant's spirituality, previously shown to increase courses' acceptability to clergy (Doehring, 2013). In addition, while our research explored the impact of the course on WRPH, the actual content did not explicitly discuss well-being perhaps reducing any potential reluctance to engage (Scott & Lovell, 2015).

Not only was the intervention acceptable to clergy the results indicate that the learning resulting from Bowen coaching lay the foundations for improved psychological well-being in the longer term. Cross-sectional research has previously indicated that higher levels of differentiation offer protection from stress and burnout and improve psychological functioning. The study results reveal that Bowen coaching significantly increased participants' levels of differentiation and the additional positive changes in functioning are particularly reflected in the area of relationship.

The improvement in the experience of relationship is particularly valuable because previous research has highlighted the fundamental place of relationships throughout all aspects of ordained ministry (Proeschold-Bell et al., 2015), identified that interpersonal

demands are particularly challenging aspects of ministerial stress (Lee, 1999) and recognized that clergy are a group who typically struggle to access non-familial relationships as positive protective resources (Scott & Lovell, 2015). The concurrent impact on family and spiritual life also seen within this research is valuable because both have been identified as offering protection from negative psychological health (e.g., Innstrand et al., 2011; Miner et al., 2015).

Research into the relationship between personality traits and WRPH in clergy has identified that stable extraverts (those who score highly on the extraversion scale and low on the neuroticism scale) experience less burnout and greater psychological health (e.g. Randall, 2013). The psychological profiling of Anglican clergy has identified a significant preference for introversion in both male and female clergy (Francis et al., 2010; Francis et al., 2007). While introversion is a broad trait with heterogeneous content (Chapman, 2013) one line of research suggests that introverted clergy may be more vulnerable to poor WRPH because they are less likely to utilize relationships as sources of support (Krycak et al., 2012). If so, these research findings suggest that Bowen coaching may act as a resource to counterbalance the WRPH risks associated with an introverted personality profile through enhancing one's capacity to relationally engage.

This research therefore points to the value of investing in Bowen group coaching as a preemptive clinical intervention that, in addition to teaching clergy valuable and relevant skills to strengthen their leadership resources, increases their levels of differentiation, supporting the development of intrapsychic and interpersonal resources that will enhance their WRPH.

5.7 Limitations and Future Research

5.7.1 Experimental Design

The largest sample group possible was desirable; however, there were a number of practical constraints to the project. These included the number, geographical location and availability of coaches; dioceses interest in and financial capacity to participate; coaching participants' availability to commit to a seven-month project and the need to have appropriate group sizes of not more than eight. This led to a design of three groups with eight participants which, allowing for drop outs, sought to have a minimum of 20 in the intervention group and to replicate this in the control group. Unfortunately, at the final analysis both groups dropped below 20, the minimum number required to ensure statistical relevance. The data analysis revealed that the direction of change in almost all variables followed hypothesized directions, however, the change was generally detected through effect size calculations with only a few results reaching statistical significance. It is possible that the lack of power due to the small sample size restricted the capacity to meaningfully test the study's hypotheses. Repetition or extension of the research should involve a larger sample size to add power to statistical inferences and make conclusions more robust.

The longitudinal design incorporated measures at the beginning and end of the research period with an additional midpoint survey completed by the coaching group. Due to the time restrictions of the PsychD a pragmatic approach had to be taken with regards to the length of the research process. One consequence of this was that it was not possible to conduct a follow-up research phase to identify how the changes were maintained in the

longer term. Subsequent research would benefit from including such a post-intervention survey.

The self-selecting nature of the coaching group meant that the research group was formed of clergy with relatively healthy WRPH perhaps because clergy experiencing high levels of stress and burnout were not motivated to voluntarily add another commitment to their workload. This limited the benefits that could result from the Bowen coaching, meant that any psychological changes were reduced in power and may have caused a floor effect preventing any differences resulting from the coaching being identified. Exploration into the impact of Bowen coaching for clergy experiencing detrimental levels of stress and burnout would expand understanding of its recuperative value.

Ideally the research design would have included randomization to generate comparable interventions groups, removing the effect of extraneous variables, preventing selection bias and minimizing accidental bias (Kang, Ragan & Park, 2008). Unfortunately, this was not possible for two reasons, firstly there was insufficient interest in the coaching intervention to allocate half to a control group and secondly the study did not have the capacity to run the coaching group a second time for a 'waiting-list' control. In addition, due to a lack of interest in the control group, members were recruited with help from the participating dioceses and not self-selected.

While no significant differences were found between the two groups in relation to demographic statistics or study variables, the selection bias implicit in the recruitment together with possible cohort effects and the presence of other confounding or prognostic variables could have impacted study results due to this lack of randomization

(Surech, 2011) and while ANCOVA can be used to adjust for covariate imbalance the interpretation of this post-adjustment approach is difficult because the imbalance of covariates frequently leads to unanticipated interactions effects (Kang et al., 2008), meaning that ANCOVA has more power in randomized studies and more bias in nonrandomized studies (Van Breukelen, 2005). Future studies would significantly benefit from the random allocation of participants between the coaching and control groups.

5.7.2 Measures

Differentiation

Bowen did not develop a quantitative test of differentiation, instead he chose to articulate a scale of differentiation with profiles of people at different levels (Bowen, 1978). This may have been because of differentiation's complex multidimensional nature, the fact that systems theory articulates a second main variable alongside differentiation of self, the level of anxiety in the person or system, and the fact that what people do is far more indicative of their level of differentiation than what they say (Bowen, 1978).

Subsequently, several measures of differentiation have been developed and this research used Beebe's Differentiation of Self and Role (DSR-C) because of its specific application for clergy within their working environment and additional exploration of one's relationship to role as well as interpersonal connection. Beebe's scale is distinct from other differentiation measures because it does not contain one of the two typical

intrapsychic subscales, emotional reactivity, which explores the blurring of boundaries between thinking and feeling process when under pressure e.g., “At times I feel as if I’m riding an emotional roller-coaster” (DSI, Skowron & Schmitt, 2003).

In several recent differentiation studies emotional reactivity has been found to be a key subscale in determining psychological wellbeing (e.g., Ross & Murdock, 2014; Aldea & Rice, 2006). It was unrealistic to utilize both scales and unfeasible to develop the study’s own scale; however, it is unclear what may have been missed by the lack of information about emotional reactivity. Previous research indicates gender patterns in differentiation reporting, women scoring higher on emotional reactivity and men on cutoff (e.g., Cavaiola, 2012) therefore further research into the role of Bowen coaching in the workplace might benefit from consideration around how to incorporate emotional reactivity within the study scales.

Frost (2014) even suggests that it is not possible to adequately assess an individual’s level of differentiation without also observing the functioning in response to stress of the whole nuclear family system over “many decades” (p. 308). Whether such detail is truly necessary is unexamined; however, the complexity of getting to the underlying functioning of individuals and families might explain the relative paucity of empirical research in comparison to the ongoing popularity of Bowen’s model for practitioners (Winek, 2010).

Functioning or Basic Differentiation

If it can be assumed that the DSR-C is an accurate measure of differentiation and that participants' self-reported levels are reflective of that which would be gathered by observers, then the results have captured an individuals' functioning level of differentiation. This may or may not be representative of their basic level of differentiation as established in one's FoO given the additional direct and reciprocal influence of chronic anxiety (whether individual or systemic) in the expression of differentiation (Frost, 2014). The research attempted to identify the amount of individual work-related stress participants were experiencing; however, the relationship between differentiation and levels of stress could not be modelled due to limited sample size and the restrictions of the PsychD study. In addition, there were no measures exploring other potential destabilizing systemic stressors in their personal or general church life e.g., bereavement or church financial pressures.

Given the fact that the research was exploring the change in differentiation the pressure to accurately assess one's basic level is lessened. However, if such systemic stressors appeared or dissolved during the period of the project then change in participant levels of differentiation might be more correlated with the presence or absence of these stressors than due to the impact of the intervention. Future research would definitely benefit from exploring the presence of such factors. Rather adding to the complexity is the fact that the impact of serving a "traumatic church", one characterized by high stress and conflict, carries forward into subsequent positions, the residual toxic effect continuing to negatively impact one's well-being even when the stress is gone (Doolittle, 2010).

Differentiation as Sufficiently Encapsulating Bowen Theory?

Bowen's concept of differentiation is recognized as the cornerstone of Bowen's theory (Cochran, 2011) and has attracted the most research; however, some studies have explored the role of other Bowenian concepts in psychological health. Ross, Hinshaw and Murdock (2016) found that experiences of triangulation within the nuclear family are related to a variety of emotional and relational difficulties later in life and Hanson (1997) identified the distinct role of triangulation acting alongside differentiation in the development of job stress. This suggests that while differentiation is an important Bowen theory variable, it may not be the only relevant factor to consider. This study's research findings are limited because there was no exploration of any other Bowenian concepts and future research would benefit from considering how to capture a greater picture of Bowen theory.

Appropriate Use of Family Terms

Where necessary the study rephrased survey terms to make the questions more applicable and relevant for clergy. Retrospectively, it would have been valuable to have considered more accessible phrasing for scales exploring the impact of work on home life and family relationships. Clergy living alone found these questions difficult to answer. Not only may this have affected the relevance of their responses it may also have had an impact on their engagement with the research.

Social Desirability Bias

The nature of the research meant that the results were also limited by the study's reliance on self-report data. It has already been observed that accurately capturing one's own level of differentiation is challenging and reporting honest observations for this and other measures may also be inhibited by social desirability bias (Paulhus, 1991). Given social expectations are high on clergy (Warner & Carter 1984) and Francis, Louden, Robbins and Rutledge (2000) identified that male clergy in particular wish to convey themselves as stable and full of integrity it might have been pertinent for the research to incorporate a measure such as the Marlowe-Crown social desirability scale (Crowne & Marlowe, 1960). However, the decision not to include such a questionnaire is supported by Proeschold-Bell et al. (2015) who suggested that given the low unique variance explained by social desirability in their clergy study it may not be necessary for future researchers to measure such a variable.

5.7.3 Contribution to the Research Area

Research into Bowen theory and coaching primarily focuses on general psychological health particularly within the context of family and couple functioning. Those projects that explore the relevance of Bowen theory to the workplace have focused on cross-sectional studies, looking at specific correlations between differentiation and burnout, stress or workplace relationships. This present study offers additional evidence with respect to applying Bowen theory to functioning within the workplace. It is one of the first longitudinal projects to explicitly explore the impact of Bowen coaching on WRPH and the study utilized a broader range of measures to attempt to capture this complex

concept more holistically. In particular, the results have shown the acceptability and validity of Beebe's workplace differentiation measure with a new population, CoE clergy and revealed its capacity to identify changes in differentiation.

Research into the impact of Bowen theory for clergy has typically employed qualitative methods, articulating the wide-ranging impact of coaching to strengthen leadership abilities, increase pastoral capacity and transform interpersonal relationships. Such qualitative changes point to increases in differentiation. In spite of the recognized challenges of quantitatively measuring differentiation the empirical changes observed in this research reflect this qualitative research suggesting that quantitative measurement of differentiation is meaningful and reliable.

These findings also add to the relatively limited body of general literature exploring interventions to improve WRPH, responding to the identified need to identify resources that improve interpersonal and social factors within the workplace.

5.7.4 Future Research

In addition to the future research opportunities stemming from study design adjustments, which were explored within the Limitation section, there are other areas for research that warrant consideration.

Clerical Research

In order to reduce confounding variables, this study chose eligibility criteria reflective of the most numerous group of clergy within the CoE, full-time stipendiary parochial

ministers. Ultimately three-quarters of the coaching group fulfilled these criteria and all participating clergy were parochially based. In addition, the three coaching groups were spread across the UK and participant demographics broadly reflected the predominant demographics of CoE clergy. This suggests that in principle the study results may be generalizable to parochially based CoE clergy across the UK. However, the small research sample did not capture the CoE's diversity, for example younger clergy or those from different ethnic backgrounds and this study had a more equal gender distribution than the national Church (55% female compared to 27% across the UK) and these may act as limiting factors. In order to test this suggestion of generalizability, future research could seek to broaden the eligibility criteria or specifically target specific demographic groups.

Given that clerical research from a variety of Christian denominations consistently highlights the same clerical work pressures and resources, and that the results from American research identifies the positive impact of Bowen coaching across denominations, it suggests that the results may also be generalizable to CoE clergy in non-parochial roles and UK clergy in other denominations. Future research to explore this would be highly pertinent.

This research highlighted the impact on clergy WRPH of an individual's level of differentiation. While this study focused on the longitudinal impact of Bowen coaching to raise differentiation, future cross-sectional research with a larger sample of CoE clergy could clarify the relationships between differentiation, measures of positive and negative psychological health and factors that predict WRPH in the longer term.

Bowen Coaching & Other Psychological Theory and Therapy

Bowen's construct of differentiation captures one's functioning in the presence of anxiety and is formed of reciprocally influencing intrapsychic and interpersonal dimensions. Modern psychological research articulates distinct facets of differentiation and other therapeutic approaches focus on particular elements encapsulated with Bowen coaching's overarching goal, to raise one's level of differentiation enabling a more mature response to stressors and promoting well-being.

The intrapsychic dimension of differentiation distinguishes between highly differentiated individuals who response to pressured situations with thoughtful responsiveness and those who act out with impulsive reactivity. This is reflected in neuropsychological studies that map the switch from employing the cognitively orientated prefrontal cortex neural circuit to the affect dominated automatic posterior cortex limbic system when under stress (e.g. Mayes, 2006). The negative psychological impact of a hyper-reactive automatic response has been studied in many forms of psychopathology, most notably borderline personality disorder (e.g. Bateman and Fonagy, 2016; Glass & Contrada, 2012). Therapeutic interventions to strengthen one's capacity to maintain explicit cognitive processing include developing self-awareness through metacognition (e.g. Wells, 2000) or mentalization practices (e.g. Bateman & Fonagy, 2016) and growing in one's capacity to self-regulate emotional responses through mindfulness (e.g. Guendelman, Medeiros, & Rampes, 2017) and self-soothing (e.g. Linehan, 2015). From a broader perspective, psychological theories such as cognitive self-concept theory (Markus & Nurius, 1986) and the psychology of action (e.g. Gollwitzer & Bargh, 1996) also offer a different perspective on the outworking of differentiation.

The relational interplay between individual self-definition and interpersonal relatedness is a core dynamic of interpersonal differentiation and it is reflected ubiquitously throughout a vast literature including personality, developmental and social psychology, anthropology and social thought (Blatt, 2008). Bowen's relational task of differentiation is to maintain the balance between the two elements at times of stress rather than re-enacting historical patterns of behaviors that emphasize one element over the other. This move from the enactment of symbolic, functional self-other configurations to the mutual recognition of intersubjectivity is a strong element of relational psychotherapy (e.g. Benjamin, 1988) and is captured within the underlying posture of person-centred (e.g. Geller & Greenberg, 2002) and existential (Spinelli, 2007) therapies, although here the process of change is focused within the therapeutic dyad rather than within external preexisting systemic relational patterns.

Thirdly, integral to the challenge facing individuals seeking to raise their level of differentiation is the contagious element of emotions, whereby anxiety is passed around the system from one individual to another. This is reflected in the dyadic psychodynamic transference-countertransference therapeutic process (e.g. Gabbard, 2000; Mitchell, 2010), and captured in the social psychology concepts of group-think (Janis, 1972) and group emotions (Niedenthal & Brauer, 2012). Bowen coaching emphasizes the two-way dynamic, learning not to pass on your own emotions and not to pick up and thoughtlessly enact other people's emotions. While the former is present in aspects of mentalization-based interventions (e.g. Lemma, Target & Fonagy, 2011) together with the principles of learning through behavioral exposure (e.g. Bennett-Levy, Butler et al., 2004), the latter task, moving from boundary-less emotional contagion through to empathic perspective taking is particularly unpacked in De Wall's three stage model of empathy (De Wall, 2008, 2009).

There is clearly much opportunity for future research to draw together Bowen's ideas with recent psychological theories and therapeutic interventions. It is noteworthy that there is relatively little consideration in modern psychology of the dynamic interplay between the intrapsychic and relational elements so emphasized in Bowen's work, and future research could fruitfully explore this interaction further.

Bowen Coaching for Other Professionals

Bowen emphasized the value of Bowen coaching to improve both the well-being and clinical work of therapists. In spite of this, there has been relatively little research into the impact of Bowen coaching on other professionals even though the complex relational dynamics facing human services workers such as counselors, social workers and teachers have many similarities to clergy. Given the current concern over decreasing levels of WRPH within health and social care professionals (Rao et al., 2016; McNicoll, 2016) future research could look beyond the application of Bowen theory for the well-being of clergy to explore whether Bowen coaching offers an acceptable and relevant workplace intervention for these human service professionals, with its potential to both enhance psychological well-being and also support clinical functioning.

5.8 Conclusion

This study set out to explore the impact of Bowen coaching on the work-related psychological health of Church of England clergy. Notwithstanding the relatively limited sample size, lack of a clinical sample and study brevity, the research findings indicate that the six-month Bowen coaching intervention helped maintain or improve levels of burnout, work engagement and spiritual dryness. In support of the study's hypotheses, the results indicate that Bowen coaching lay the foundation for enhanced long-term WRPH at both an intrapsychic and interpersonal level. In contrast to the control group, coaching participants reported a reduction in their intrapsychic perception of their work pressures as stressful and an improvement in their interpersonal capacity to experience working relationships as beneficial resources rather than exhausting demands.

These results were predicted by Bowen theory and such changes may be attributed to the significant increase reported in participant levels of differentiation of self and role. Given the focus on workplace functioning it is unsurprising that changes in differentiation and other variables were particularly expressed within work-related relational systems. However, the significant reductions in relational fusion and work-home conflict, together with enhanced work-family facilitation indicate that Bowen coaching may have also positively impacted other relational systems.

Previous research has highlighted the challenges involved in designing an intervention that is both acceptable to clergy and successful at supporting clerical well-being. These results suggest that Bowen coaching may be effective at supporting WRPH while the course's low dropout rates and high levels of attendance imply that the Bowen material

was accessible and relevant for clergy, perhaps due to the fundamentally relational nature of ordained ministry. Taken together these findings suggest that Bowen systems coaching may offer a valuable preemptive clinical intervention that can enhance the ability of clergy to flourish in ministry.

Appendix 1

Ethics Approval

From: **Jan Harrison** Jan.Harrison@roehampton.ac.uk
Subject: Ethics Application Ref: PSYC 15/ 199
Date: 11 February 2016 at 12:50
To: Kathryn Kissell (Research Student) kissellk@roehampton.ac.uk
Cc: Lance Slade L.Slade@roehampton.ac.uk, Janek Dubowski J.Dubowski@roehampton.ac.uk

JH

Dear Kathryn,

Ethics Application
Applicant: Kathryn Kissell
Title: Study to examine the impact of Bowen's systems coaching on the work-related psychological health of Church of England clergy
Participant Facing Title: Encouraging Well-Being and Resilience in Ministry: Exploring the Impact of Pastoral Role and Relationships on the Experience of Stress and Work Overload
Reference: PSYC 15/ 199
Department: Psychology

Many thanks for your response and the amended documents. Under the procedures agreed by the University Ethics Committee I am pleased to advise you that your Department has confirmed that all conditions for approval of this project have now been met. We do not require anything further in relation to this application.

Please note that on a standalone page or appendix the following phrase should be included in your thesis:

The research for this project was submitted for ethics consideration under the reference PSYC 15/ 199 in the Department of Psychology and was approved under the procedures of the University of Roehampton's Ethics Committee on 11.02.16.

Please note that University of Roehampton ethics approval will always be subject to compliance with the University policies and procedures applying at the time when the work takes place. It is your responsibility to ensure that you are familiar and compliant with all such policies and procedures when undertaking your research.

Please advise us if there are any changes to the research during the life of the project. Minor changes can be advised using the Minor Amendments Form on the Ethics Website, but substantial changes may require a new application to be submitted.

Many thanks,

Jan

Jan Harrison
Ethics Officer
Research Office
University of Roehampton | London | SW15 5PJ
jan.harrison@roehampton.ac.uk | www.roehampton.ac.uk
Tel: +44 (0) 20 8392 5785

Appendix 2

Information, Consent and debrief forms

a) Information form intervention group participants

Study on Well-Being and Resilience in Ministry

Thank you for indicating your desire to support this research project investigating resources to support clergy well-being and resilience.

We are recruiting 24 participants from three dioceses who will act as a comparison to another group of 24 clergy who are attending Bowen coaching groups. This will enable us to identify the impact of the coaching groups.

If you are a parochial minister whose role is of incumbent or holds incumbent status (e.g. team vicar, priest-in-charge) and you are not attending any other coaching or reflective groups we would like to invite you to participate.

As part of this group we will ask that you complete an online survey twice, once in September and once in February. You will create a unique ID number at the start of the research that will enable us to link your questionnaires together but maintain confidentiality and anonymity.

First, you will be asked to agree to the consent statement. You will then be taken to the questionnaire survey. This is entirely separate from the consent statement and there is no means of connecting the information given on your consent form to your questionnaire responses.

The survey will include some demographic questions, questions on your current experiences of ministry, the varieties of pressure and resources you encounter within ministry and your family and relationships systems.

We will email you a link to the online survey and then send you a reminder one week later. To protect confidentiality the reminder will be sent to all participants, even if you have completed the survey before this reminder. Please accept our apologies if this is frustrating.

The first time you complete the survey it will take up to 30 minutes to complete. The second time will only take up to 25 minutes to complete because some parts of the survey only need to be answered once.

You will be given the opportunity to request a summarized copy of the research when it is completed.

Benefits of Participating

Your participation will offer you an opportunity to reflect on the variety of pressures and resources you experience within your ministry and will offer the satisfaction of

supporting a research project that that is seeking to identify tangible ways to support well-being and resilience in clergy.

Withdrawal from the research

You can withdraw from this study at any time without giving a reason.

At the start of the study you will create a unique ID number that enables you to withdraw from the study at a later date; however, data you have previously submitted may still be used or published in a collated form.

Participants' confidentiality and anonymity

The information that you provide in the research surveys will be completely confidential and treated anonymously. No identifying information is kept with the data and in any publication your individual responses will not be identifiable in any way.

It will be collected and processed in accordance with the Data Protection Act 1998 and with the University of Roehampton's Data Protection Policy. The survey has been approved under the procedures of the University of Roehampton's Ethics Committee.

Data Storage

This survey has been developed by researchers at the University of Roehampton, UK and has been enabled by your Church of England diocese who will received a summarized copy of the completed research.

At the end of the study the fully anonymized data will be stored securely for 10 years by both the investigator and the Head of Research and Statistics at the Church of England.

If you have any questions regarding this study, please contact the investigator:

Kathryn Kissell
Counselling Psychology doctorate student
University of Roehampton
Department of Psychology
Holybourne Avenue
London SW15 4JD

Email: kissellk@roehampton.ac.uk
Phone: [redacted]

Please note: If you have a concern about any aspect of your participation or any other queries please raise this with the investigator (or if the researcher is a student you can also contact the Director of Studies). However, if you would like to contact an independent party please contact the Head of Department.

Director of Studies Contact Details:

Dr Janek Dubowski
University of Roehampton
Department of Psychology
Holybourne Avenue
London SW15 4JD

j.dubowski@roehampton.ac.uk
020 8392 3214

Head of Department Contact Details:

Dr Diane Bray
University of Roehampton
Department of Psychology
Holybourne Avenue
London SW15 4JD

d.bray@roehampton.ac.uk
020 8392 3627

You will now proceed to the consent form and the first research survey. This will take around 30 minutes to complete.

If you want to complete the consent form and survey at another time, please use the web link to return to this page when it is convenient for you.

In order to fulfil ethics requirements please confirm that you are 18 years old or over. You will then continue to the Consent form.

Yes, I am 18 or over ☐ No, I am not 18 or over ☐

(If no is selected, the page will be directing to the following message: "We are sorry, this study is only available for participants who are 18 or over, If you are 18 or over please go back and select Yes".
If yes is selected, this will be directing to the consent form).

b) Consent form for intervention group participants

Study on Well-Being and Resilience in Ministry:
Bowen Clergy Coaching Group

This study is looking at how Bowen coaching impacts clergy well-being and resilience.

We are recruiting 24 participants from 3 dioceses who will take part in three coaching groups that will meet for half a day a month for six months. We are also recruiting another 24 participants who will complete the same surveys but not attend the coaching groups.

In order to understand the impact of the coaching group we will ask you to complete an online survey just prior to the start of the coaching group and then three more times at 10 weekly intervals.

The survey will include questions on your current experience of ministry, the varieties of pressures and resources you encounter within ministry and your family and relationship systems.

The first time this survey is completed it will take up to 30 minutes to complete. Subsequent times it will take less time to completed because some parts of the survey are only answered once.

Please tick to confirm the following:

☐I am 18 or over and I agree to take part in this research

☐I am a Church of England parochial minister

☐I am aware that I am free to withdraw at any point without giving a reason, although if I do so I understand that my data might still be used in a collated form.

☐ I understand that the information I provide will be treated in confidence by the investigator, that my identity will be protected in the publication of any findings, and that data will be collected and processed in accordance with the Data Protection Act 1998 and with the Data Protection Policy of the University of Roehampton.

☐I am aware that after completion of the project the survey data will be retained for 10 years by the investigator and the Head of Research and Statistics at the Church of England.

Receiving the Research Report

If you would like to receive a copy of the summarized research project when it is completed please enter your email address here.

This information will be stored securely and will not be connected in any way to your survey responses.

Email address:

If you have a concern about any aspect of your participation or any other queries please raise this with the investigator or the Director of Studies. However, if you would like to contact an independent party please contact the Head of Department.

If you wish to withdraw from the study, please contact the with your unique ID number. The data may still be used or published in a collated form.

Investigator Contact Details:

Kathryn Kissell
Counselling Psychology doctorate student
University of Roehampton
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Holybourne Avenue
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Email: kissellk@roehampton.ac.uk
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Director of Studies Contact Details:

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Print

Thank you for giving your consent to participate in this research.

Pressing the '>>' button will now take you through to the separate Questionnaire survey.

c) Information form for control group participants

Study on Well-Being and Resilience in Ministry

Thank you for indicating your desire to support this research project investigating resources to support clergy well-being and resilience.

We are recruiting 24 participants from three dioceses who will act as a comparison to another group of 24 clergy who are attending Bowen coaching groups. This will enable us to identify the impact of the coaching groups.

If you are a parochial minister whose role is of incumbent or holds incumbent status (e.g. team vicar, priest-in-charge) and you are not attending any other coaching or reflective groups we would like to invite you to participate.

As part of this group we will ask that you complete an online survey twice, once in September and once in February. You will create a unique ID number at the start of the research that will enable us to link your questionnaires together but maintain confidentiality and anonymity.

First, you will be asked to agree to the consent statement. You will then be taken to the questionnaire survey. This is entirely separate from the consent statement and there is no means of connecting the information given on your consent form to your questionnaire responses.

The survey will include some demographic questions, questions on your current experiences of ministry, the varieties of pressure and resources you encounter within ministry and your family and relationships systems.

We will email you a link to the online survey and then send you a reminder one week later. To protect confidentiality the reminder will be sent to all participants, even if you have completed the survey before this reminder. Please accept our apologies if this is frustrating.

The first time you complete the survey it will take up to 30 minutes to complete. The second time will only take up to 25 minutes to complete because some parts of the survey only need to be answered once.

You will be given the opportunity to request a summarized copy of the research when it is completed.

Benefits of Participating

Your participation will offer you an opportunity to reflect on the variety of pressures and resources you experience within your ministry and will offer the satisfaction of supporting a research project that that is seeking to identify tangible ways to support well-being and resilience in clergy.

Withdrawal from the research

You can withdraw from this study at any time without giving a reason.

At the start of the study you will create a unique ID number that enables you to withdraw from the study at a later date; however, data you have previously submitted may still be used or published in a collated form.

Participants' confidentiality and anonymity

The information that you provide in the research surveys will be completely confidential and treated anonymously. No identifying information is kept with the data and in any publication your individual responses will not be identifiable in any way.

It will be collected and processed in accordance with the Data Protection Act 1998 and with the University of Roehampton's Data Protection Policy. The survey has been approved under the procedures of the University of Roehampton's Ethics Committee.

Data Storage

This survey has been developed by researchers at the University of Roehampton, UK and has been enabled by your Church of England diocese who will received a summarized copy of the completed research.

At the end of the study the fully anonymized data will be stored securely for 10 years by both the investigator and the Head of Research and Statistics at the Church of England.

If you have any questions regarding this study, please contact the investigator:

Kathryn Kissell
Counselling Psychology doctorate student
University of Roehampton
Department of Psychology
Holybourne Avenue
London SW15 4JD

Email: kissellk@roehampton.ac.uk
Phone: [redacted]

Please note: If you have a concern about any aspect of your participation or any other queries please raise this with the investigator (or if the researcher is a student you can also contact the Director of Studies). However, if you would like to contact an independent party please contact the Head of Department.

Director of Studies Contact Details:

Dr Janek Dubowski
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Head of Department Contact Details:

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You will now proceed to the consent form and the first research survey. This will take around 30 minutes to complete.

If you want to complete the consent form and survey at another time, please use the web link to return to this page when it is convenient for you.

In order to fulfil ethics requirements please confirm that you are 18 years old or over. You will then continue to the Consent form.

Yes, I am 18 or over ☐ No, I am not 18 or over ☐

(If no is selected, the page will be directing to the following message: "We are sorry, this study is only available for participants who are 18 or over, If you are 18 or over please go back and select Yes".
If yes is selected, this will be directing to the consent form).

d) Consent form for control group participants

Study on Well-Being and Resilience in Ministry:

This research project is investigating resources to support clergy well-being and resilience.

We are recruiting 24 participants from three dioceses who will act as a comparison to another group of 24 clergy who are receiving coaching.

As part of this group we will ask that you complete an online survey twice, once in September and once in February.

The survey will include questions on your current experience of ministry, the varieties of pressures and resources you encounter within ministry and your family and relationship systems. The first time this survey is completed it will take up to 30 minutes to complete. The second time it will only take up to 25 minutes to complete because some parts of the survey are only answered once.

Please tick to confirm the following:

☐I am 18 or over and I agree to take part in this research

☐I am a Church of England parochial minister with a role of incumbent or one that holds incumbent status (e.g. team vicar, priest-in-charge) and I am not attending any other coaching or reflective groups

☐I am aware that I am free to withdraw at any point without giving a reason, although if I do so I understand that my data might still be used in a collated form.

☐I understand that the information I provide will be treated in confidence by the investigator, that my identity will be protected in the publication of any findings, and that data will be collected and processed in accordance with the Data Protection Act 1998 and with the University of Roehampton's Data Protection Policy.

☐I am aware that after completion of the project the survey data will be retained for 10 years by the investigator and the Head of Research and Statistics at the Church of England.

Receiving the Research Report

If you would like to receive a copy of the summarized research project when it is completed please enter your email address here.

This information will be stored securely and will not be connected in any way to your survey responses.

If you have submitted your email previously, you do not need to do so again.

Email address:

If you have a concern about any aspect of your participation or any other queries please raise this with the investigator or the Director of Studies. However, if you would like to contact an independent party please contact the Head of Department.

If you wish to withdraw from the study, please contact the investigator with your unique ID number. The data may still be used or published in a collated form.

Investigator Contact Details:

Kathryn Kissell
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Thank you for giving your consent to participate in this research.

Pressing the '>>' button will now take you through to the separate Questionnaire survey.

e) Debriefing Form for Intervention Group & Control Group participants

Study on Well-Being and Resilience in Ministry

Thank you very much for your participation in this study that is looking at the impact of Bowen coaching on clergy well-being and resilience

Support

If you have been affected by responding to the questions in this survey it may be helpful to share your experiences with your GP. If you would like any further support, please contact the investigator who will provide you with a list of counselling services.

Withdrawal from Research

If you have any questions regarding this study or if you wish to withdraw from the study, please contact the investigator with your unique ID number. The data you have previously submitted may still be used or published in a collated form.

If you are part of a Bowen Coaching group you are free to continue to attend the group even if you choose to withdraw from the research.

Investigator Contact Details:
Kathryn Kissell
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Phone: [redacted]

Please note: if you have a concern about any aspect of your participation or any other queries please raise this with the investigator (or the Director of Studies). However, if you would like to contact an independent party please contact the Head of Department.

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Print

Appendix 3

Dual storage agreement

Data Storage and Protection Procedures

The Archbishop's Council's Protocol for Research

- The Archbishop's council take a reciprocal approach to enabling research. They allow researchers to access Church of England clergy through them and the Archbishop's council gains the possibility of using the data during the ten years of storage following the conclusion of the research.
- If a researcher wanted to use the data in future research, it is standard practice that the Archbishop's council contact the participants to ask for their permission before doing so.
- In order to maintain data anonymity but also enable participants to withdraw from participation in future research participants will create a unique ID code that will be stored with the participant's dataset. If future research wishes to use the data, all participants will be contacted using the submitted personal contact details. To give explicit consent they will need to click a link and submit their unique ID number. The ensuing list of ID numbers will produce the dataset to be used in that research.
- Unlike the chief investigator's research database, which will remain static from the point of information completion, the Archbishop's council database is kept up to date.

Data Protection & Storage during the research

- During the research project responsibility for data storage and protection procedures of anonymized and non-anonymized data resides with myself as chief investigator.

Data Protection & Storage at the conclusion of the research

- At the conclusion of the research project dual storage will be established whereby both the investigator and the Archbishop's council keep one set of anonymized and non-anonymized data and these are stored securely, utilizing electronic encryption, for ten years.
- The possibility for the research investigator to recontact participants in the future regarding additional research exists if there is an explicit request and consent opportunity in the participant's debrief form. Otherwise it would be necessary to approach the Archbishop's council afresh to seek consent to reuse the data.
- Decisions regarding future use of the research data for subsequent research projects or data analysis by all other researchers would belong to Archbishop's council

As chief investigator I will follow the University of Roehampton's Department of Psychology's CREST Centre procedures for data protection and storage.

University of Roehampton London

Encouraging Well-being and Resilience in Ministry:
Bowen Clergy Coaching Group

This six session group coaching course is designed to offer an empowering response to the emotional demands of ministry and draws upon two main ideas: Murray Bowen's systems theory, which offers a framework for thinking about congregational relationships as reflective of all human relationships and Jesus as an example of individual behaviour.

The group will be formed of eight participants and led by an experienced facilitator, offering a safe forum for processing challenging situations in ministry. There is a mixture of presentation, exploration of basic concepts, facilitated small group work and opportunities for personal reflection in the light of new learning.

The six, monthly sessions each last half a day and every session builds from those that come before. The group work initially focuses on understanding relationships in your own family and then applies these insights to relationships in your ministry context.

Coaching Groups will:

- Engage interactively with Bowen systems concepts
- Reflect upon personal responses to role and relationship challenges
- Incorporate experiential, applied learning drawing on experiences in ministry
- Offer skilled group facilitation and a supportive group environment

Your gain will include:

- Ability to identify and follow the changing emotional climate of the church, its link to congregational behaviour and your wellbeing
- Skills for interacting with dynamic responsiveness to others
- Insight into patterns of emotional functioning
- Personal developmental growth as a person and a minister

"Clergy and church workers are often facing difficult relationships at home and in their organisation, challenges in dealing with difficult people, no way of thinking about the congregation as a system and no guidelines for thinking oneself out of emotional intensities that arise in the congregation."

Roberta Gilbert, The Cornerstone Concept

Research Participation

This coaching group is one of three running in different dioceses around the country and forms part of a wider research project investigating resources to support clergy well-being and resilience.

In order to understand the impact of this coaching group we will ask the 24 participants (eight in each diocese) to complete an online survey four times: at the start of the coaching group, when you reach the mid point, at the conclusion of the group and then 10 weeks later.

The survey will include questions on your current experiences of ministry, the varieties of pressure and resources you encounter within ministry and your family and relationships systems. It will take up to 30 minutes to complete.

The information you provide in these surveys will be completely confidential and will be treated anonymously.

Quotes from previous clergy participants:

"Thought-provoking, challenging, energising, revealing, freeing – I return to work with a renewed and hopeful perspective and commitment."

"The course offers a very valuable insight into how we function as individuals within our families and churches."

"The course gives authenticity to who I am / you are and enables a way of growing with integrity and compassion without 'squashing' ones identity."

"I anticipate it will be incredibly helpful and useful in my ongoing ministry."

Course Timings

This will give detail of the dates and times of the course

Refreshments are included

Course Leader

This will provide details about the specific trainer who is facilitating the course in this location

Course Material

Bridge Builders is a highly regarded Christian organisation who seeks to transform church culture through training and resourcing those in Christian ministry. They are supporting this research and have generously allowed us to utilise their training manuals.

Venue

This will detail the venue location and give brief directions for road, bus and train transport.

Joining the Coaching Group

This coaching group is being financially supported by your diocese therefore there is no cost for you to pay.

Spaces are limited to a maximum of 8, so do apply early. If you discover you can no longer attend please let us know swiftly so that we can open the space up for another participant.

To book your place on the course please contact Kathryn Kissell at kissellk@roehampton.ac.uk.

Supporting the Research

If you would like to support the research but do not want to attend a coaching group, we are also looking for clergy to act as a comparison to the coaching group.

If you are interested in finding out more about supporting the research, please contact kissellk@roehampton.ac.uk.

If you have any questions regarding this study, please contact the investigator:

***K*athryn Kissell**
Counselling Psychology Doctorate student

Email: kissellk@roehampton.ac.uk
Phone: [redacted]

Roehampton University
Department of Psychology
Holybourne Avenue
London SW15 4JD

Appendix 5

Overview of Intervention material

The intervention will be half a day per month for six months. There is a monthly gap between sessions that gives participants time and opportunity to put their learning into practice.

This intervention will utilize Bowen's systems coaching model using material developed by the training organization Bridge Builders. This material is usually taught in a three-day residential format. Bridge Builders trainers will be involved in adjusting the training to suit the six-session format. This is the rough outline of the sessions.

Session 1

- An introduction and welcome from lead researcher (this will be the only time the lead researcher is present in the groups)
- The facilitator will introduce the aims of the group, establish ground rules and a working agreement including confidentiality
- There will be an introduction to Bowen's Theory, Bowen's eight key concepts and how they relate to church life
- The idea of genograms and the use of them in Bowen theory will be introduced by the facilitator through presentation of their own genogram and unpacking a biblical example

Sessions 2 & 3

- There will be a didactic learning element together with interactive engagement around four of the key concepts and ideas of Bowen Theory and their application to church life
- Four of the participants will take turns to present their genogram and explore how Bowen's eight concepts are played out within their Family of Origin

Over these two months all key concepts will be explored more thoroughly and all participants will have the opportunity to explore their Family of Origin dynamics.

Sessions 4 & 5

- There will be a didactic learning element together with interactive engagement focusing on the application of Bowen theory to ministry
- Four of the participants will take turns to present ministry case studies, explore how dynamics from their family of origin are played out in these situations and discuss ideas for responding to these situations in light of Bowen's theory

Over these two months all participants will have the opportunity to present and explore ministry case studies.

The Final Session (Session 6)

This will take a more flexible format, with content identified by the facilitator in collaboration with the participants in order to offer them the opportunity to reflect over their learning and end the group well.

Appendix 6

Bowen coaches demographic survey

University of Roehampton London

Bowen Coaches Demographic Form

Please answer this as if you were at the start of the coaching group (i.e. Sept 2016)

1. What is your age?

2. What is your gender?

Male [ ] Female [ ] Other (please describe)**.....**

3. What is your ethnic group? (Choose one option that best describes your ethnic background)

White

1. English/Welsh/Scottish/Northern Irish/British [ ]
2. Irish [ ]
3. Gypsy or Irish Traveller [ ]
4. Any other White background, please describe.....

Mixed/Multiple ethnic groups

5. White and Black Caribbean [ ]
6. White and Black African [ ]
7. White and Asian [ ]
8. Any other Mixed/Multiple ethnic background, please describe.....

Asian/Asian British

9. Indian [ ]
10. Pakistani [ ]
11. Bangladeshi [ ]
12. Chinese [ ]
13. Any other Asian background, please describe.....

Black/ African/Caribbean/Black British

14. African [ ]
15. Caribbean [ ]
16. Any other Black/African/Caribbean background, please describe [ ]

4. Educational qualifications

4a. What is your highest educational qualification?

4b. What subject was this related to?

4c. If you have educational qualifications in more than one area, please give the highest degree achieved and subject for each.

5. Work Experience

a. How many years have you worked full time? ……..

b. How many years have you worked part time? ……..

c. How many years have you been self-employed? ……..

d. Do you currently hold a leadership role? If so, how many people do you supervise?

6. Your Principle Professional Identity / Job Title

6a. Please state your current principle professional job title

6b. Please state your current principle professional identity

6c. How many years have you worked in this role? ……..

6d. Give a brief description of what your role involves:

7. Relevant experience with clergy

7a. If you are ordained, please state the date you were ordained and the number of years worked in parish based ministry and diocesan based ministry

Date Ordained ……..
Years in Parish Based Ministry ……..
Years in Diocesan Based Ministry ……..

7b. How many years have you been involved in training clergy? ……

7c. In what areas have you trained clergy?

7d. Do you have any other relevant experience with clergy?

8. Personal Bowen Systems Training

8a. What was the title, organisation, start date and end date of your principle training in Bowen Systems Theory?

Title:

Organisation:

Start date [mm/yyyy]: …….. End date [mm/yyyy]: ……..

Qualification (if applicable):

8b. Please list any additional Bowen training courses your have attended:

Title:

Organisation:

Start date [mm/yyyy]: …….. End date [mm/yyyy]: ……..

Title:

Organisation:

Start date [mm/yyyy]: …….. End date [mm/yyyy]: ……..

9. Bridge Builders 'Leading with Emotional Maturity' Course

9a. Were you involved in writing the LEM course Yes [ ] No [ ]

9b. Have you attended the LEM course as participant Yes [ ] No [ ]

Date [mm/yyyy]: ……..

9c. Have you been on the teaching team for this course Yes [ ] No [ ]

If Yes, please state the year you began your involvement ……

Please state how many courses you have taught: ……

10. Please state your experience in any other professional dissemination of Bowen systems theory (e.g. coaching clergy, running refresher courses etc.).

11. Please state any other experience that you consider relevant to your role as coach on the monthly Bowen coaching groups

12. Please could you share your reasons for offering to participate in this research as a Bowen Systems Coach?

Thank you so much for completing this survey
and for your invaluable involvement in the research.

Appendix 7

Advice Sheet for completing questionnaire

Study on Well-Being and Resilience in Ministry

Advice on completing the survey

i. Within this questionnaire the term 'ministry' is often referred to. Please think of the ministry to which you hold a license or have permission to officiate.

ii. If you are responsible for more than one church or hold multiple roles, e.g. 'dual role' or 'ministers in secular employment', please reflect where possible across the range of your ministry

iii. Do not spend too much time on each question - your first answer is usually the best.

iv. A number of questions may seem quite similar. We do this to get a clearer idea of your views.

v. Even though it may be hard to decide, try not to miss any questions out.

vi. The survey takes around 30 minutes to complete and you should try to complete it in one go.

vii. Don't forget to press the Submit button at the end of the survey to submit your responses

Appendix 8

Demographic & Background Questionnaire

Background Information The following questions collect some demographic information

What is your gender?

- Male (1)
- Female (2)
- Prefer not to say (3)

Choose one option which best describes your ethnic group or background

- White - English / Welsh / Scottish / Northern Irish / British (1)
- White - Irish (2)
- White - Gypsy or Irish Traveler (3)
- White - any other background (4)
- Black - Caribbean (5)
- Black - African (6)
- Black - any other background (7)
- Asian - Indian (8)
- Asian - Pakistani (9)
- Asian - Bangladeshi (10)
- Asian - Chinese (11)
- Asian - any other background (12)
- Mixed - White & Black Caribbean (13)
- Mixed - White & Black African (14)
- Mixed - White & Asian (15)
- Mixed - any other Mixed / Multiple ethnic background (16)
- Arab (17)
- Any other ethnic group (18)
- Prefer not to say (19)

Are you currently:

- Married (1)
- In a long-term relationship (2)
- Single (3)
- Divorced / Separated (4)
- Widowed / Widower (5)
- In a civil partnership (6)
- Prefer not to say (7)

What age are you?

What is your highest educational qualification?

- Undergraduate Degree (BA, BSc etc.) (1)
- Post-Graduate Study (Diploma, MA etc.) (2)
- Doctorate (PhD) (3)
- Other (4)
- Prefer not to say (5)

Before ordination, did you have a different profession?

- Yes (1)
- No (2)
- Prefer not to say (3)

If Yes Is Not Selected, Then Skip To Please answer the following questions...

Please state your previous profession.

Did you have any managerial responsibility?

- Yes (1)
- No (2)
- Prefer not to say (3)

If yes, how many people did you oversee?

Please answer the following questions (leaving blank those that may not apply to you):

- How many years have you been ordained deacon, deaconess or licensed accredited lay worker? (1)
- How many years have you been ordained priest? (2)
- How many years have you been licensed in this diocese? (3)
- How many years have you been licensed as a full-time stipendiary minister in your current parish? (4)

More specifically, which of the following roles do you perform? Please tick more than one or specify in more detail below as appropriate.

- Incumbent (1)
- Priest-in-charge (2)
- Ordained local minister (3)
- House for duty (4)
- Chaplain (5)
- Diocesan role (6)
- Non-Stipendiary role (7)
- Minister in secular employment (8)
- Pioneer (9)
- Dual-role post holder (10)

- Other (11) _____

Appendix 9

Differentiation of Self and Role - Clergy (DSR-C)

These are statements regarding your feelings and thoughts about yourself and your relationships with others. Please read each statement carefully and determine how characteristic the statement generally describes you on a 1 (not very characteristic) to 6 (very characteristic) scale.
Be sure to answer every item and try to be as accurate and honest as possible in your responses.

	Not Very characteristic of me					Very Characteristic of me
	1	2	3	4	5	6
I am a person who typically 'goes with the flow.'						
My pastoral responsibilities often prevent me from pursuing personal hobbies or interests.						
When others disagree with me, I usually ignore them.						
No matter what happens around me, I can maintain a good sense of who I am.						
I find that I am dependent on pastoral relationships within the congregation for personal support.						
Criticism of my pastoral functioning usually does not affect me.						
The strength of my pastoral calling often seems dependent on how others perceive the way I fulfill the pastoral role.						
When I disagree with someone, I tend to encourage talking about the problem/issue.						
I tend to act in ways that meet others' expectations of the pastoral role in social situations.						
I usually have very few friends who are not members of the congregation.						
Depending on the group of people I am with, I tend to change my behavior to meet their expectations.						
In the midst of conflict, I find it difficult to separate individuals from their issues.						
When I am anxious, I tend to rely on the authority of my pastoral role to take control of the situation.						
When I have a conflict with someone, I tend to avoid or ignore that person rather than confront her/him.						
I believe it is more important to follow my convictions than to gain the approval of others.						
I often feel restricted by my pastoral role in social situations.						
If i were not a clergyperson, I would still have a good sense of who I am.						
If others are upset with my performance, I take it as a personal criticism.						
I have very few interests outside of the pastoral vocation.						
I find it difficult to remain calm in situations of conflict.						
I hesitate to state my opinions in ambiguous situations.						
I find it difficult to separate my sense of who I am from the expectations of the pastoral role.						

Appendix 10

Family Systems Assessment Tool - FoO Subscale (FSA-O)

We want to learn how families deal with emotional issues, illness, stress and conflict. Using the scale below, circle the response that describes how much you agree with each statement.

Please respond to the following questions as they apply to the family you grew up in. This can be any time during your growing up.

At the end of this questionnaire we will ask you when you were thinking of – how old you were – in answering these questions.

	1*	2	3	4	5
When two family members did things together other family members tended to feel left out.					
A disagreement or event in my family resulted in one or more family members being cut off from the rest of the family.					
Members of my family got sick a little easier than most people.					
There were things that members of my family did that were not discussed openly.					
My family spent a great deal of time in activities that we enjoyed doing together.					
There were things that I knew or suspected that happened in my family that I didn't talk about.					
One or more of my family members tended to pull away from the rest					
Sometimes when I was around my family I got so frustrated that I could not think straight.					
When my family members were under stress we tended to take it out on each other.					
My family had one or more family secrets or "skeletons in the closet" that no one discussed.					
During periods of family stress one or more of my family members tended to become too upset to function.					
When there was a disagreement between two of my family members, they tended to pull away from each other instead of working it out.					
Members of my family sometimes speak for each other instead of allowing people to speak for themselves.					
There were one or more sensitive topics (such as: sex, religion, abortion or death) that my family members did not talk about.					
Members of my family sometimes made me feel very guilty about things that I had done.					
One or more of my family members tended to get attention from other family members because of being "stressed out" of having emotional problems.					

When my family was under stress one or more family members tended to have health problems.						
Emotional problems interfered with the life or one or more of my family members.						
One or more of my family members seemed to work or stay busy most of the time, with very little time left to spend with the family.						
One or more members of my family are likely to become upset if other family members have views or beliefs that are different.						
When two family members had a disagreement, I often felt "caught in the middle."						
There were members of my family who didn't talk to each other.						
In my family children's behavior problems often happened at the same times as periods of family conflict and stress.						
I kept my thoughts and feelings to myself rather than sharing them with my family.						
There were members of my family who I rarely or never saw.						
I had a tendency to become ill during or soon after times of family stress or conflict.						
My family did not know how I felt about many things in my life.						
I have lost contact with some of my family members.						
One or more of my family would distance from the rest of the family during stressful times.						
Members of my family almost always told each other exactly what they thought.						
During periods of family stress one or more family members tended to get into trouble.						
There were disagreements in my family that caused family members to stop talking to each other for a period of time.						
Whenever there was an argument between two family members a third person got involved.						
I could trust my family members with sensitive and private information about my life.						
My family frequently tries to change some aspects of one or more family's member's personality.						
Members of my family tended to worry about their health more than most people.						

* Likert Scale:

1 Strongly Disagree
2 Disagree
3 Neither agree nor disagree
4 Agree
5 Strongly Agree

Appendix 11

Experiences in Ministry Burnout Inventory (EMS-Burnout)

How often do you feel each of the following:	NEVER	SELDOM (A few times a year or less)	NOW AND THEN (Once a month or less)	REGULARLY (A few times a month)	OFTEN (Once a week)	VERY OFTEN (A few times a week)	ALWAYS (Every day)
I feel that I am fulfilling my sense of vocation							
I feel used up at the end of the day							
I feel burned out from my role as a licensed minister							
I feel emotionally drained from ministry							
I feel that I contribute to a discernable and meaningful							
I feel I treat some people as impersonal objects							
I worry ministry is hardening me emotionally							
I care very little about what happens to some people.							
I feel that I enact my calling							

Appendix 12

Short form of the Utrecht Work Engagement Scale (UWES-9)

Please answer the following questions in relation to the ministry for which you hold a licence or PTO (or the range of ministry for which you hold licenses/ PTO).							
	NEVER	SELDOM (A few times a year or less)	NOW AND THEN (Once a month or less)	REGU LARLY (A few times a month)	OFTEN (Once a week)	VERY OFTEN (A few times a week)	ALWAYS (Every day)
When engaged in ministry, I feel bursting with energy							
When engaged in ministry, I feel strong and vigorous							
When I get up in the morning, I feel ready to							
I am enthusiastic about ministry							
Ministry inspires me							
I feel a sense of privilege to serve in ministry							
Time flies when I am engaged in ministry							
I feel happy when I am working intensely							
I feel immersed when I am engaged in ministry							

Appendix 13

Spiritual Dryness Scale (SDS)

Some people experience specific periods of "spiritual dryness", or even feelings of being abandoned by God. While some people seem to be able to overcome these phases, others may find it more difficult.

Please respond to these questions as honestly as possible – there are no wrong answers.

How often do you feel each of the following:

	Not at all	Rarely	Occasionally	Fairly Often	Regularly
I have the feeling that God is distant from me, regardless of my efforts to draw close to him.					
I have the feeling that God has abandoned me completely.					
I experience times of “spiritual dryness.”					
I have the feeling that I am “spiritually empty.”					
I have the feeling that my prayers go unanswered.					

Appendix 14

Short Version of HSE Management Standards Indicator Tool

It is recognised that ministry conditions affect clergy well-being. In order for us to look at the current situations, it is important that your responses reflect your ministry experience in the last six months.

Item		Never	Seldom	Sometimes	Often	Always
1	I have unachievable deadlines					
2	If work gets difficult, my colleagues will help me					
3	I am given supportive feedback on the work I do					
4	I have a say in my own work speed					
5	I am clear what my duties and responsibilities are					
6	I have to neglect some tasks because I have too much to do					
7	I am clear about the goals and objectives for my department					
8	I have a choice in deciding how I do my work					
9	I understand how my work fits into the overall aim of the organization					
10	I am pressured to work long hours					
11	I have a choice in deciding what I do at work					
12	I have unrealistic time pressures					
13	I can rely on my line manager to help me out with a work problem					
14	I get help and support I need from colleagues					
15	I have some say over the way I work					
16	I have sufficient opportunities to question managers					
17	I receive the respect at work I deserve from my colleagues					
18	Staff are always consulted about change at work					
19	I can talk to my line manager about something that has upset or annoyed me about work					
20	My colleagues are willing to listen to my work-related problems					
21	When changes are made at work, I am clear how they will work out in practice					
22	I am supported through emotionally demanding work					
23	My line manager encourages me at work					
24	I am subject to personal harassment in the form of unkind words or behaviour					
25	I am subject to bullying in my ministerial role					

Appendix 15

Ministry demands inventory (MDI)

How often has this event occurred over the previous 6 months and how much of an impact has this event had upon you and your family?			
		Frequency (7 pt scale from O to 6+ times a month)	**Severity (4 pt scale from none to high)**
1	Your sleep was interrupted by a phone call by a parishioner.		
2	You were asked to perform some ministry task at the last minute.		
3	A ministry decision was made that affected you or your family but you were not consulted.		
4	Time you expected to spend alone was interrupted by a phone call from a parishioner.		
5	You felt your privacy invaded by a parishioner.		
6	Personal or family plans were interrupted by a personal crisis in the life of a parishioner.		
7	You were criticized face-to-face by a member of the congregation.		
9	A member of the congregation voiced doubts to you directly about your faith.		
10	You were criticized personally by someone in a leadership role in the congregation.		
11	Personal or family plans were cancelled because of an emergency at the church.		
13	Ministry responsibilities were added without enough regard to your present workload.		
14	A parishioner came by your home unannounced.		
15	A member of the congregation questioned your devotion to the ministry.		
16	Time with your family was interrupted by a phone call.		
17	You were approached by a parishioner in a public place, outside of church.		

Appendix 16

Congregational Support Scale - Abbreviated (CSS-A)

Below are several statements about your relationship with people in your congregation. Please tell us how true each one is for you.

For example, if you feel a statement is very true, you would choose "strongly agree." If the statement clearly does not describe your relationships, you would choose "strongly disagree."

		Strongly disagree	**Disagree**	**Agree**	**Strongly Agree**
1	I have someone in the congregation to talk to about decisions in my life				
2	There are people in the congregation who value my skills and abilities				
3	I feel a strong emotional tie with at least one person in the congregation				
4	There are people in the congregation who will help me if I really need it				
5	There are people in the congregation who enjoy the same social activities as I do				

Appendix 17

Non Congregational Support Scale (NCSS-A)

Below are several statements about your relationship with friends and colleagues. Please tell us how true each one is for you.

For example, if you feel a statement is very true, you would choose "strongly agree." If the statement clearly does not describe your relationships, you would choose "strongly disagree."

		Strongly disagree	**Disagree**	**Agree**	**Strongly Agree**
1	I have someone outside the congregation to talk to about decisions in my life				
2	There are people outside the congregation who value my skills and abilities				
3	I feel a strong emotional tie with at least one person outside the congregation				
4	There are people outside the congregation who will help me if I really need it				
5	There are people outside the congregation who enjoy the same social activities as I do				

Appendix 18

Work-Family Spillover Measure (WFS)

How often have you experienced this during the last year?						
		Never	**Seldom**	**Sometimes**	**Often**	**Always**
1	Your job reduces the effort you can give to activities at home.					
2	Stress at work makes you irritable at home.					
3	Your job makes you feel too tired to do the things that need attention at home.					
4	Job worries or problems distract you when you are at home.					
5	The things you do at work help you deal with personal and practical issues at home.					
6	The things you do at work make you a more interesting person at home.					
7	Having a good day on your job makes you a better companion when you get home.					
8	The skills you use on your job are useful for things you have to do at home.					
9	Responsibilities at home reduce the effort you can devote to your job.					
10	Personal or family worries and problems distract you when you are at work.					
11	Activities and chores at home prevent you from getting the amount of sleep you need to do your job well.					
12	Stress at home makes you irritable at work.					
13	Talking with someone at home helps you deal with problems at work.					
14	Providing for what is needed at home makes you work harder at your job.					
15	The love and respect you get at home makes you feel confident about yourself at work.					
16	Your home life helps you relax and feel ready for the next day's work.					

Appendix 19

Reflective Practice Group Participant Self-Assessment Form (Adjusted for Bowen coaching group)

1	Please identify one key area of your practice that you feel has benefitted from attending the Bowen coaching group.	
2	Please identify one key area of your practice that you are still looking to develop.	
3	How relevant to your day-to-day ministry were the Bowen coaching groups you participated in during the last six months? Circle one only.	Five point scale from Extremely relevant to Extremely irrelevant
4	How relevant to the Diocese has your participation in a Bowen coaching group been over the last 6 months? Circle one only.	Five point scale from Extremely relevant to Extremely irrelevant
5	How much has your understanding of group process increased during your Bowen coaching group experience? Circle one only.	Five point scale from None to Hugely
6	Has participation in the Bowen coaching group changed the way you operate in groups outside? If so, give an example.	
7	How would you describe the value of the Bowen coaching group to a colleague	Five point scale from None to Extremely beneficial
8	What resource will you use to encourage your ongoing learning and application of Bowen Theory ideas?	

Correlations between Variables for Coaching Group Start Survey

Correlations between variables for Coaching Group start survey

		Gender	Ethnicity	Marital Status	Age	Number of Years Ordained Priest	Number of Years Licensed in Current Diocese	Number of Years Licensed in Current Role	UWES-9	EMS-Burnout	SDS	MSIT-S	CSS-A	NCSS-A	MDI_Freq	MDI_Sev	WoFa_W FConflict	WoFa_W FFacilitation	WoFa_F WConflict	WoFa_F WFacilitation	DSR-C	FSA-O
Gender	Pearson Correlation																					
	Sig. (2-tailed)																					
	N	18																				
Ethnicity	Pearson Correlation	.b																				
	Sig. (2-tailed)	.																				
	N	18																				
Marital Status	Pearson Correlation	0.245	.b																			
	Sig. (2-tailed)	0.328	.																			
	N	18	18																			
Age	Pearson Correlation	0.121	.b	-0.083																		
	Sig. (2-tailed)	0.631	.	0.744																		
	N	18	18	18																		
Number of Years Ordained Priest	Pearson Correlation	-.648**	.b	-0.265	0.102																	
	Sig. (2-tailed)	0.004	.	0.287	0.687																	
	N	18	18	18	18																	
Number of Years Licensed in Current Diocese	Pearson Correlation	-0.310	.b	-0.302	0.035	0.345																
	Sig. (2-tailed)	0.225	.	0.239	0.892	0.176																
	N	17	17	17	17	17																
Number of Years Licensed in Current Role	Pearson Correlation	-0.349	.b	-0.006	0.245	0.196	0.396															
	Sig. (2-tailed)	0.155	.	0.983	0.326	0.436	0.115															
	N	18	18	18	18	18	17															
UWES-9	Pearson Correlation	0.273	.b	-0.059	.498*	-0.087	0.073	-0.150	0.92													
	Sig. (2-tailed)	0.272	.	0.817	0.036	0.732	0.780	0.553														
	N	18	18	18	18	18	17	18														
EMS-Burnout	Pearson Correlation	0.119	.b	0.020	-0.268	-0.065	-0.111	0.055	-.778**	0.79												
	Sig. (2-tailed)	0.637	.	0.939	0.282	0.797	0.671	0.829	0.000													
	N	18	18	18	18	18	17	18	18													
SDS	Pearson Correlation	.641**	.b	0.179	-0.101	-.540*	-0.189	-0.240	0.080	0.353	0.83											
	Sig. (2-tailed)	0.004	.	0.478	0.689	0.021	0.466	0.336	0.753	0.151												
	N	18	18	18	18	18	17	18	18	18												
MSIT-S	Pearson Correlation	-0.071	.b	0.096	0.080	0.071	0.320	-0.024	.625**	-.595**	-0.187	0.76										
	Sig. (2-tailed)	0.780	.	0.705	0.753	0.779	0.211	0.924	0.006	0.009	0.457											
	N	18	18	18	18	18	17	18	18	18	18											
CSS-A	Pearson Correlation	-0.097	.b	-0.178	0.177	-0.241	-0.040	-0.005	0.360	-0.372	-0.036	-0.039	0.84									

		Gender	Ethnicity	Marital Status	Age	Number of Years Ordained Priest	Number of Years Licensed in Current Diocese	Number of Years Licensed in Current Role	UWES-9	EMS-Burnout	SDS	MSIT-S	CSS-A	NCSS-A	MDI_Freq	MDI_Sev	WoFa_WFConflict	WoFa_WFFacilitation	WoFa_FWConflict	WoFa_FWFacilitation	DSR-C	FSA-O
	Sig. (2-tailed)	0.702	.	0.480	0.482	0.335	0.879	0.984	0.142	0.129	0.888	0.877										
	N	18	18	18	18	18	17	18	18	18	18	18										
NCSS-A	Pearson Correlation	.520*	.b	0.311	0.213	-0.105	-0.380	-0.364	0.232	0.003	-0.021	0.076	-0.109	**0.85**								
	Sig. (2-tailed)	0.027	.	0.208	0.397	0.678	0.132	0.137	0.354	0.992	0.933	0.765	0.666									
	N	18	18	18	18	18	17	18	18	18	18	18	18									
MDI_Freq	Pearson Correlation	0.356	.b	0.318	0.190	-0.208	0.270	0.283	-0.083	0.094	0.113	-0.029	-.550*	0.021	**0.69**							
	Sig. (2-tailed)	0.176	.	0.230	0.481	0.439	0.330	0.288	0.761	0.730	0.676	0.915	0.027	0.938								
	N	16	16	16	16	16	15	16	16	16	16	16	16	16								
MDI_Sev	Pearson Correlation	0.397	.b	0.077	0.108	-.680*	0.457	0.457	0.004	0.033	0.437	-0.050	0.414	-0.302	.737**	**0.68**						
	Sig. (2-tailed)	0.226	.	0.823	0.753	0.021	0.184	0.158	0.990	0.923	0.179	0.885	0.206	0.367	0.010							
	N	11	11	11	11	11	10	11	11	11	11	11	11	11	11							
WoFa_WFConflict	Pearson Correlation	.525*	.b	0.342	0.091	-.656**	-0.422	-0.079	-0.217	0.299	0.368	-0.398	-0.049	0.253	0.404	0.432	**0.83**					
	Sig. (2-tailed)	0.025	.	0.165	0.719	0.003	0.092	0.755	0.388	0.228	0.133	0.102	0.848	0.311	0.121	0.184						
	N	18	18	18	18	18	17	18	18	18	18	18	18	18	16	11						
WoFa_WFFacilitation	Pearson Correlation	0.036	.b	-0.066	-.491*	0.247	0.175	-0.113	-0.009	-0.047	0.008	0.288	-.506*	0.039	-0.041	-0.024	-0.318	**0.5**				
	Sig. (2-tailed)	0.889	.	0.796	0.039	0.324	0.501	0.656	0.973	0.854	0.976	0.247	0.032	0.879	0.882	0.944	0.198					
	N	18	18	18	18	18	17	18	18	18	18	18	18	18	16	11	18					
WoFa_FWConflict	Pearson Correlation	0.057	.b	-.587*	0.037	0.002	0.408	-0.072	0.213	0.022	0.009	0.354	-0.188	0.008	0.017	-0.072	-0.135	0.274	**0.81**			
	Sig. (2-tailed)	0.821	.	0.011	0.883	0.993	0.104	0.778	0.395	0.932	0.973	0.150	0.455	0.976	0.951	0.834	0.594	0.272				
	N	18	18	18	18	18	17	18	18	18	18	18	18	18	16	11	18	18				
WoFa_FWFacilitation	Pearson Correlation	0.103	.b	-.673**	0.230	0.042	0.448	0.091	0.441	-0.127	0.209	0.209	0.130	-0.199	0.071	0.044	-0.289	-0.034	.664**	**0.43**		
	Sig. (2-tailed)	0.685	.	0.002	0.358	0.870	0.072	0.720	0.067	0.615	0.405	0.405	0.607	0.429	0.793	0.899	0.246	0.894	0.003			
	N	18	18	18	18	18	17	18	18	18	18	18	18	18	16	11	18	18	18			
DSR-C	Pearson Correlation	0.272	.b	0.283	0.353	-0.428	-0.103	-0.094	0.330	-0.293	-0.087	0.162	0.354	0.350	0.168	0.191	0.123	-0.411	-0.090	-0.007	**0.89**	
	Sig. (2-tailed)	0.274	.	0.256	0.151	0.077	0.695	0.711	0.181	0.239	0.731	0.520	0.149	0.155	0.533	0.573	0.626	0.090	0.722	0.977		
	N	18	18	18	18	18	17	18	18	18	18	18	18	18	16	11	18	18	18	18		
FSA-O	Pearson Correlation	0.171	.b	-0.047	0.015	-0.294	0.191	-0.095	0.062	-0.060	-0.103	0.271	0.062	0.238	0.099	0.404	0.037	-0.010	0.047	0.058	.481*	**0.94**
	Sig. (2-tailed)	0.499	.	0.854	0.954	0.237	0.463	0.706	0.806	0.814	0.684	0.277	0.807	0.342	0.715	0.217	0.884	0.968	0.853	0.818	0.043	
	N	18	18	18	18	18	17	18	18	18	18	18	18	18	16	11	18	18	18	18	18	

Note. The coefficients on the diagonal in bold are the Cronbach's alpha of each scale.

d Cannot be computed because at least one of the variables is constant.

*** Correlation is significant at the 0.05 level (2-tailed).**

**** Correlation is significant at the 0.01 level (2-tailed).**

Correlations between Variables for Coaching Group Mid-Point Survey

Correlations between variables for Coaching Group Midpoint survey-1

		Gender	Ethnicity	Marital Status	Age	Number of Years Ordained Priest	Number of Years Licensed in Current Diocese	Number of Years Licensed in Current Role	UWES-9	EMS-Burnout	SDS	MSIT-S	CSS-A	NCSS-A	MDI_Freq	MDI_Sev	WoFa_W FConflict	WoFa_W FFacilitation	WoFa_W WConflict	WoFa_F WFacilitation	DSR-C	FSA-O
Gender	Pearson Correlation																					
	Sig. (2-tailed)																					
	N	17																				
Ethnicity	Pearson Correlation	.b																				
	Sig. (2-tailed)	.																				
	N	17																				
Marital Status	Pearson Correlation	0.280	.b																			
	Sig. (2-tailed)	0.277	.																			
	N	17	17																			
Age	Pearson Correlation	0.079	.b	-0.059																		
	Sig. (2-tailed)	0.764	.	0.822																		
	N	17	17	17																		
Number of Years Ordained Priest	Pearson Correlation	-.672**	.b	-0.180	0.001																	
	Sig. (2-tailed)	0.003	.	0.490	0.998																	
	N	17	17	17	17																	
Number of Years Licensed in Current Diocese	Pearson Correlation	-0.292	.b	-0.322	0.063	0.309																
	Sig. (2-tailed)	0.272	.	0.224	0.818	0.244																
	N	16	16	16	16	16																
Number of Years Licensed in Current Role	Pearson Correlation	-0.381	.b	0.006	0.232	0.157	0.411															
	Sig. (2-tailed)	0.132	.	0.982	0.371	0.547	0.113															
	N	17	17	17	17	17	16															
UWES-9	Pearson Correlation	0.411	.b	0.083	0.239	-0.154	0.159	-0.096	**0.96**													
	Sig. (2-tailed)	0.101	.	0.751	0.355	0.554	0.557	0.713														
	N	17	17	17	17	17	16	17														
EMS-Burnout	Pearson Correlation	-0.240	.b	-0.014	-0.363	0.157	-0.233	0.026	-.868**	**0.90**												
	Sig. (2-tailed)	0.354	.	0.958	0.152	0.548	0.386	0.922	0.000													
	N	17	17	17	17	17	16	17	17													
SDS	Pearson Correlation	0.106	.b	-0.105	-0.441	-0.056	-0.071	-0.128	-0.378	.558*	**0.83**											
	Sig. (2-tailed)	0.686	.	0.690	0.076	0.831	0.793	0.626	0.134	0.020												
	N	17	17	17	17	17	16	17	17	17												
MSIT-S	Pearson Correlation	0.037	.b	0.094	0.203	0.039	0.206	-0.062	.687**	-.755**	-.568*	**0.87**										
	Sig. (2-tailed)	0.899	.	0.750	0.486	0.895	0.500	0.833	0.007	0.002	0.034											
	N	14	14	14	14	14	13	14	14	14	14											

		Gender	Ethnicity	Marital Status	Age	Number of Years Ordained Priest	Number of Years Licensed in Current Diocese	Number of Years Licensed in Current Role	UWES-9	EMS-Burnout	SDS	MSIT-S	CSS-A	NCSS-A	MDI_Freq	MDI_Sev	WoFa_WFConflict	WoFa_WFFacilitation	WoFa_FWConflict	WoFa_FWFacilitation	DSR-C	FSA-O
CSS-A	Pearson Correlation	-0.078	.b	-0.400	-0.294	-0.241	0.012	-0.129	0.150	-0.075	0.204	0.352	**0.74**									
	Sig. (2-tailed)	0.767	.	0.111	0.252	0.352	0.966	0.622	0.565	0.776	0.433	0.217										
	N	17	17	17	17	17	16	17	17	17	17	14										
NCSS-A	Pearson Correlation	0.236	.b	0.351	0.109	0.132	-0.199	-0.269	0.235	-0.299	-.563*	0.489	-0.292	**0.93**								
	Sig. (2-tailed)	0.362	.	0.167	0.676	0.613	0.461	0.297	0.364	0.244	0.019	0.076	0.255									
	N	17	17	17	17	17	16	17	17	17	17	14	17									
MDI_Freq	Pearson Correlation	0.224	.b	0.016	0.199	-0.313	-0.001	-0.057	-0.043	0.014	0.130	-0.298	-0.258	-0.299	**0.72**							
	Sig. (2-tailed)	0.423	.	0.955	0.477	0.256	0.997	0.841	0.879	0.961	0.643	0.300	0.354	0.280								
	N	15	15	15	15	15	14	15	15	15	15	14	15	15								
MDI_Sev	Pearson Correlation	0.257	.b	0.573	-0.105	-0.369	-0.109	0.312	-0.098	0.126	-0.007	-0.124	-0.234	-0.242	0.516	**0.66**						
	Sig. (2-tailed)	0.420	.	0.051	0.746	0.238	0.750	0.324	0.763	0.697	0.982	0.716	0.465	0.448	0.086							
	N	12	12	12	12	12	11	12	12	12	12	11	12	12	12							
WoFa_WFConflict	Pearson Correlation	0.261	.b	0.307	0.005	-0.481	-0.176	0.035	-0.152	0.176	0.190	-0.424	-0.119	-0.213	.683**	.615*	**0.88**					
	Sig. (2-tailed)	0.311	.	0.231	0.984	0.050	0.516	0.895	0.559	0.500	0.465	0.131	0.648	0.413	0.005	0.033						
	N	17	17	17	17	17	16	17	17	17	17	14	17	17	15	12						
WoFa_WFFacilitation	Pearson Correlation	0.273	.b	0.054	-.648**	-0.054	0.202	-0.394	0.044	0.046	0.432	-0.112	0.066	0.127	-0.058	-0.264	-0.090	**0.43**				
	Sig. (2-tailed)	0.289	.	0.838	0.005	0.837	0.452	0.117	0.867	0.861	0.083	0.704	0.802	0.627	0.838	0.407	0.730					
	N	17	17	17	17	17	16	17	17	17	17	14	17	17	15	12	17					
WoFa_FWConflict	Pearson Correlation	0.073	.b	-0.277	-0.368	-0.149	0.274	-0.380	-0.149	0.123	.521*	-0.272	0.092	-0.278	0.238	-0.210	0.235	.654**	**0.88**			
	Sig. (2-tailed)	0.781	.	0.281	0.146	0.569	0.305	0.132	0.569	0.638	0.032	0.347	0.725	0.280	0.392	0.513	0.363	0.004				
	N	17	17	17	17	17	16	17	17	17	17	14	17	17	15	12	17	17				
WoFa_FWFacilitation	Pearson Correlation	0.334	.b	-0.390	0.132	-0.203	-0.005	-0.101	.490*	-.526*	-0.099	0.221	0.232	-0.027	-0.159	-0.398	-0.187	0.104	0.145	**0.42**		
	Sig. (2-tailed)	0.190	.	0.122	0.613	0.435	0.987	0.699	0.046	0.030	0.704	0.448	0.370	0.917	0.573	0.200	0.471	0.691	0.578			
	N	17	17	17	17	17	16	17	17	17	17	14	17	17	15	12	17	17	17			
DSR-C	Pearson Correlation	0.298	.b	0.141	0.448	-0.340	-0.083	-0.243	0.365	-0.388	-0.433	0.473	-0.027	0.464	-0.025	-0.261	-0.153	-0.110	-0.121	-0.119	**0.93**	
	Sig. (2-tailed)	0.262	.	0.602	0.082	0.197	0.770	0.365	0.164	0.138	0.094	0.088	0.922	0.070	0.929	0.412	0.572	0.685	0.656	0.660		
	N	16	16	16	16	16	15	16	16	16	16	14	16	16	15	12	16	16	16	16		
FSA-O	Pearson Correlation	0.465	.b	0.465	-0.596	-0.642	-0.993	-0.990	0.502	-0.201	-0.886	0.979	0.040	.999*	0.201	.b	0.465	-0.465	0.040	-0.957	.998*	- a
	Sig. (2-tailed)	0.692	.	0.692	0.593	0.557	0.073	0.090	0.665	0.871	0.307	0.131	0.974	0.026	0.871	.	0.692	0.692	0.974	0.187	0.035	
	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3	3	

Note. The coefficients on the diagonal in bold are the Cronbach's alpha of each scale.

a. FSA-O was not completed at the mid-point survey

.b Cannot be computed because at least one of the variables is constant.

*** Correlation is significant at the 0.05 level (2-tailed).**

**** Correlation is significant at the 0.01 level (2-tailed).**

Correlations between Variables for Coaching Group End Survey

Correlations between variables for Coaching Group end survey

		Gender	Ethnicity	Marital Status	Age	Number of Years Ordained Priest	Number of Years Licensed in Current Diocese	Number of Years Licensed in Current Role	UWES-9	EMS-Burnout	SDS	MSIT-S	CSS-A	NCSS-A	MDI_Freq	MDI_Sev	WoFa_WFConflict	WoFa_WFFacilitation	WoFa_WConflict	WoFa_WFFacilitation	DSR-C	FSA-O
Gender	Pearson Correlation																					
	Sig. (2-tailed)																					
	N																					
Ethnicity	Pearson Correlation	-0.217																				
	Sig. (2-tailed)	0.387																				
	N	18																				
Marital Status	Pearson Correlation	0.245	0.121																			
	Sig. (2-tailed)	0.328	0.633																			
	N	18	18																			
Age	Pearson Correlation	0.121	-0.414	-0.083																		
	Sig. (2-tailed)	0.631	0.088	0.744																		
	N	18	18	18																		
Number of Years Ordained Priest	Pearson Correlation	-.648**	0.152	-0.265	0.102																	
	Sig. (2-tailed)	0.004	0.547	0.287	0.687																	
	N	18	18	18	18																	
Number of Years Licensed in Current Diocese	Pearson Correlation	-0.310	0.206	-0.302	0.035	0.345																
	Sig. (2-tailed)	0.225	0.428	0.239	0.892	0.176																
	N	17	17	17	17	17																
Number of Years Licensed in Current Role	Pearson Correlation	-0.349	0.068	-0.006	0.245	0.196	0.396															
	Sig. (2-tailed)	0.155	0.790	0.983	0.326	0.436	0.115															
	N	18	18	18	18	18	17															
UWES-9	Pearson Correlation	0.308	0.264	0.094	0.344	-0.029	0.241	0.145	**0.95**													
	Sig. (2-tailed)	0.213	0.289	0.711	0.162	0.909	0.351	0.565														
	N	18	18	18	18	18	17	18														
EMS-Burnout	Pearson Correlation	0.107	-0.294	0.115	-0.202	-0.110	-0.280	-0.134	-.793**	**0.76**												
	Sig. (2-tailed)	0.672	0.236	0.649	0.421	0.664	0.276	0.597	0.000													
	N	18	18	18	18	18	17	18	18													
SDS	Pearson Correlation	0.102	0.085	-0.206	-0.334	0.049	-0.027	-0.051	-.575*	.566*	**0.79**											
	Sig. (2-tailed)	0.687	0.737	0.411	0.175	0.848	0.918	0.841	0.012	0.014												
	N	18	18	18	18	18	17	18	18	18												
MSIT-S	Pearson Correlation	0.272	0.032	0.377	-0.079	-0.375	0.118	-0.112	.489*	-0.448	-.630**	**0.83**										
	Sig. (2-tailed)	0.274	0.900	0.123	0.755	0.126	0.651	0.658	0.039	0.062	0.005											
	N	18	18	18	18	18	17	18	18	18	18											

		Gender	Ethnicity	Marital Status	Age	Number of Years Ordained Priest	Number of Years Licensed in Current Diocese	Number of Years Licensed in Current Role	UWES-9	EMS-Burnout	SDS	MSIT-S	CSS-A	NCSS-A	MDI_Freq	MDI_Sev	WoFa_WFConflict	WoFa_WFFacilitation	WoFa_FWConflict	WoFa_FWFacilitation	DSR-C	FSA-O
CSS-A	Pearson Correlation	-0.145	.725**	0.056	-0.040	0.041	0.282	0.402	.589*	-.540*	-0.318	0.263	**0.61**									
	Sig. (2-tailed)	0.567	0.001	0.824	0.874	0.872	0.273	0.099	0.010	0.021	0.198	0.291										
	N	18	18	18	18	18	17	18	18	18	18	18										
NCSS-A	Pearson Correlation	0.199	0.346	0.339	0.178	-0.048	-.489*	-0.142	0.375	-0.205	-0.372	0.219	0.428	**0.86**								
	Sig. (2-tailed)	0.428	0.160	0.168	0.480	0.851	0.046	0.574	0.125	0.414	0.128	0.382	0.076									
	N	18	18	18	18	18	17	18	18	18	18	18	18									
MDI_Freq	Pearson Correlation	0.259	-.569*	0.143	0.368	0.041	0.172	0.046	0.019	0.058	-0.025	0.333	-0.384	-0.346	**0.64**							
	Sig. (2-tailed)	0.332	0.022	0.597	0.161	0.881	0.524	0.865	0.944	0.832	0.926	0.208	0.142	0.189								
	N	16	16	16	16	16	16	16	16	16	16	16	16	16								
MDI_Sev	Pearson Correlation	0.043	-0.275	0.201	0.015	0.047	0.037	.621*	-0.331	0.454	0.403	-0.262	-0.169	-0.317	0.347	**0.71**						
	Sig. (2-tailed)	0.884	0.341	0.490	0.958	0.873	0.899	0.018	0.247	0.103	0.153	0.365	0.564	0.270	0.224							
	N	14	14	14	14	14	14	14	14	14	14	14	14	14	14							
WoFa_WFConflict	Pearson Correlation	0.269	0.018	0.366	-0.179	-0.372	-0.062	-0.046	-0.275	0.337	.489*	-0.225	-0.273	-0.348	0.067	0.187	**0.75**					
	Sig. (2-tailed)	0.281	0.943	0.135	0.478	0.128	0.813	0.856	0.270	0.171	0.040	0.369	0.272	0.157	0.805	0.521						
	N	18	18	18	18	18	17	18	18	18	18	18	18	18	16	14						
WoFa_WFFacilitation	Pearson Correlation	-0.021	.606**	-0.223	-0.382	0.279	0.322	-0.088	0.280	-0.312	0.180	0.146	0.288	0.167	-0.233	-0.321	-0.122	**0.82**				
	Sig. (2-tailed)	0.935	0.008	0.373	0.117	0.262	0.208	0.728	0.261	0.207	0.476	0.562	0.246	0.507	0.384	0.264	0.631					
	N	18	18	18	18	18	17	18	18	18	18	18	18	18	16	14	18					
WoFa_FWConflict	Pearson Correlation	0.231	0.014	-0.347	-0.310	-0.133	0.433	-0.273	0.073	-0.083	0.278	0.062	-0.134	-.557*	0.039	-0.415	0.288	0.282	**0.35**			
	Sig. (2-tailed)	0.356	0.955	0.159	0.211	0.600	0.082	0.272	0.773	0.743	0.264	0.806	0.597	0.016	0.885	0.140	0.246	0.257				
	N	18	18	18	18	18	17	18	18	18	18	18	18	18	16	14	18	18				
WoFa_FWFacilitation	Pearson Correlation	0.408	0.125	-0.160	0.372	0.021	0.089	-0.108	0.407	-0.230	0.146	-0.044	0.156	0.148	0.196	-0.440	0.072	0.265	0.374	**0.34**		
	Sig. (2-tailed)	0.093	0.620	0.526	0.128	0.935	0.735	0.670	0.094	0.359	0.565	0.863	0.536	0.557	0.467	0.115	0.778	0.287	0.126			
	N	18	18	18	18	18	17	18	18	18	18	18	18	18	16	14	18	18	18			
DSR-C	Pearson Correlation	0.288	-0.092	0.152	0.438	-0.285	-0.265	-0.104	0.222	-0.092	-.491*	.473*	0.100	.597**	0.166	-0.167	-0.403	-0.055	-.470*	0.049	0.94	
	Sig. (2-tailed)	0.247	0.716	0.547	0.069	0.251	0.305	0.681	0.376	0.716	0.038	0.048	0.693	0.009	0.539	0.568	0.098	0.828	0.049	0.847		
	N	18	18	18	18	18	17	18	18	18	18	18	18	18	16	14	18	18	18	18		
FSA-O	Pearson Correlation	0.204	-0.242	-0.074	0.176	-0.413	0.293	0.196	0.333	-0.205	-0.438	0.441	0.213	-0.134	0.088	0.113	-0.347	-0.343	0.083	-0.266	0.251	**0.91**
	Sig. (2-tailed)	0.417	0.332	0.772	0.485	0.089	0.254	0.436	0.177	0.415	0.069	0.067	0.396	0.596	0.747	0.702	0.158	0.164	0.742	0.285	0.315	
	N	18	18	18	18	18	17	18	18	18	18	18	18	18	16	14	18	18	18	18	18	

Note. The coefficients on the diagonal in bold are the Cronbach's alpha of each scale.

d Cannot be computed because at least one of the variables is constant.

*** Correlation is significant at the 0.05 level (2-tailed).**

**** Correlation is significant at the 0.01 level (2-tailed).**

Appendix 23

Correlations between Variables for Control Group Start Survey

Correlations between variables for control group start survey

		Gender	Ethnicity	Marital Status	Age	Number of Years Ordained Priest	Number of Years Licensed in Current Diocese	Number of Years Licensed in Current Role	UWES-9	EMS-Burnout	SDS	MSIT-S	CSS-A	NCSS-A	MDL_Freq	MDL_Sev	WoFa_WFConflict	WoFa_WFFacilitation	WoFa_FWConflict	WoFa_FWFacilitation	DSR-C	FSA-O
Gender	Pearson Correlation																					
	Sig. (2-tailed)																					
	N																					
Ethnicity	Pearson Correlation	-0.277																				
	Sig. (2-tailed)	0.337																				
	N	14																				
Marital Status	Pearson Correlation	.b	.b																			
	Sig. (2-tailed)	.	.																			
	N	14	14																			
Age	Pearson Correlation	0.045	-0.038	.b																		
	Sig. (2-tailed)	0.878	0.898	.																		
	N	14	14	14																		
Number of Years Ordained Priest	Pearson Correlation	-0.457	-0.204	.b	0.477																	
	Sig. (2-tailed)	0.101	0.484	.	0.084																	
	N	14	14	14	14																	
Number of Years Licensed in Current Diocese	Pearson Correlation	-0.039	-0.336	.b	0.481	.742**																
	Sig. (2-tailed)	0.895	0.241	.	0.081	0.002																
	N	14	14	14	14	14																
Number of Years Licensed in Current Role	Pearson Correlation	-0.336	-0.232	.b	0.356	.705**	.633*															
	Sig. (2-tailed)	0.240	0.424	.	0.211	0.005	0.015															
	N	14	14	14	14	14	14															
UWES-9	Pearson Correlation	0.404	0.262	.b	-0.167	-.589*	-0.388	-.825**	**0.93**													
	Sig. (2-tailed)	0.151	0.366	.	0.568	0.027	0.170	0.000														
	N	14	14	14	14	14	14	14														
EMS-Burnout	Pearson Correlation	-.572*	.626*	.b	-0.070	-0.180	-0.328	0.166	-0.183	**0.76**												
	Sig. (2-tailed)	0.041	0.022	.	0.820	0.557	0.274	0.587	0.550													
	N	13	13	13	13	13	13	13	13													
SDS	Pearson Correlation	-0.439	0.398	.b	-0.324	-0.377	-0.270	-0.052	0.007	.798**	**0.81**											
	Sig. (2-tailed)	0.117	0.159	.	0.259	0.184	0.350	0.859	0.981	0.001												
	N	14	14	14	14	14	14	14	14	13												
MSIT-S	Pearson Correlation	0.489	-.634*	.b	0.380	0.155	0.189	-0.059	0.074	-.778**	-.736**	**0.92**										
	Sig. (2-tailed)	0.090	0.020	.	0.200	0.612	0.537	0.848	0.810	0.003	0.004											
	N	13	13	13	13	13	13	13	13	12	13											

		Gender	Ethnicity	Marital Status	Age	Number of Years Ordained Priest	Number of Years Licensed in Current Diocese	Number of Years Licensed in Current Role	UWES-9	EMS-Burnout	SDS	MSIT-S	CSS-A	NCSS-A	MDI_Freq	MDI_Sev	WoFa_WFConflict	WoFa_WFFacilitation	WoFa_FWConflict	WoFa_FWFacilitation	DSR-C	FSA-O
CSS-A	Pearson Correlation	0.335	-.748**	.b	-0.230	-0.134	-0.109	-0.002	-0.116	-0.533	-0.348	0.396	**0.88**									
	Sig. (2-tailed)	0.242	0.002	.	0.430	0.649	0.711	0.995	0.693	0.061	0.222	0.180										
	N	14	14	14	14	14	14	14	14	13	14	13										
NCSS-A	Pearson Correlation	0.324	0.190	.b	-0.382	-.663**	-0.490	-.602*	.577*	-0.253	0.013	0.071	0.158	**0.94**								
	Sig. (2-tailed)	0.259	0.516	.	0.177	0.010	0.075	0.023	0.031	0.405	0.965	0.817	0.590									
	N	14	14	14	14	14	14	14	14	13	14	13	14									
MDI_Freq	Pearson Correlation	-0.010	-0.345	.b	-.608*	-0.112	0.025	-0.042	0.038	-0.071	0.107	-0.101	0.546	0.286	**0.82**							
	Sig. (2-tailed)	0.976	0.272	.	0.036	0.728	0.939	0.896	0.908	0.835	0.740	0.767	0.067	0.368								
	N	12	12	12	12	12	12	12	12	11	12	11	12	12								
MDI_Sev	Pearson Correlation	-0.184	-0.118	.b	0.261	-0.216	-0.257	-0.221	0.364	0.125	0.141	0.246	0.299	0.446	0.429	**0.56**						
	Sig. (2-tailed)	0.663	0.780	.	0.533	0.607	0.539	0.598	0.376	0.790	0.740	0.558	0.471	0.268	0.289								
	N	8	8	8	8	8	8	8	8	7	8	8	8	8	8							
WoFa_WFConflict	Pearson Correlation	-0.219	0.407	.b	-.542*	-.576*	-.660*	-0.345	0.151	.558*	.682**	-.673*	0.094	0.255	0.282	0.299	**0.74**					
	Sig. (2-tailed)	0.453	0.148	.	0.045	0.031	0.010	0.227	0.606	0.047	0.007	0.012	0.749	0.379	0.375	0.472						
	N	14	14	14	14	14	14	14	14	13	14	13	14	14	12	8						
WoFa_WFFacilitation	Pearson Correlation	0.335	0.008	.b	-0.441	-0.430	-0.188	-0.310	0.262	-0.215	0.160	0.119	0.074	0.332	-0.027	-0.431	0.315	**0.78**				
	Sig. (2-tailed)	0.241	0.977	.	0.114	0.125	0.520	0.280	0.365	0.480	0.584	0.698	0.802	0.246	0.933	0.287	0.273					
	N	14	14	14	14	14	14	14	14	13	14	13	14	14	12	8	14					
WoFa_FWConflict	Pearson Correlation	-0.079	.637*	.b	-.540*	-0.480	-0.337	-0.111	0.146	.596*	.572*	-.726**	-0.252	0.398	0.310	-0.035	.635*	0.279	**0.78**			
	Sig. (2-tailed)	0.788	0.014	.	0.046	0.082	0.238	0.706	0.617	0.032	0.033	0.005	0.384	0.159	0.327	0.934	0.015	0.333				
	N	14	14	14	14	14	14	14	14	13	14	13	14	14	12	8	14	14				
WoFa_FWFacilitation	Pearson Correlation	-0.031	-0.009	.b	-.557*	-0.467	-.594*	-0.434	0.148	0.070	0.202	-0.068	0.269	0.274	0.275	0.593	.580*	.615*	0.234	**0.41**		
	Sig. (2-tailed)	0.915	0.977	.	0.039	0.092	0.025	0.121	0.614	0.819	0.488	0.824	0.352	0.344	0.387	0.121	0.030	0.019	0.421			
	N	14	14	14	14	14	14	14	14	13	14	13	14	14	12	8	14	14	14			
DSR-C	Pearson Correlation	0.365	-0.150	.b	-0.058	-0.030	0.163	-0.094	0.138	-.607*	-0.430	0.381	0.021	.568*	-0.006	-0.168	-0.468	0.232	-0.109	-0.150	0.86	
	Sig. (2-tailed)	0.199	0.609	.	0.845	0.920	0.578	0.750	0.637	0.028	0.125	0.199	0.942	0.034	0.985	0.690	0.092	0.424	0.710	0.608		
	N	14	14	14	14	14	14	14	14	13	14	13	14	14	12	8	14	14	14	14		
FSA-O	Pearson Correlation	-0.413	-.597*	.b	0.152	.575*	0.523	.615*	-.597*	-0.089	0.007	0.274	0.156	-0.368	0.236	0.117	-0.459	-0.375	-0.437	-0.328	0.098	**0.96**
	Sig. (2-tailed)	0.142	0.024	.	0.603	0.032	0.055	0.019	0.024	0.772	0.981	0.365	0.595	0.195	0.460	0.783	0.099	0.186	0.118	0.252	0.740	
	N	14	14	14	14	14	14	14	14	13	14	13	14	14	12	8	14	14	14	14	14	

Note. The coefficients on the diagonal in bold are the Cronbach's alpha of each scale.

.b Cannot be computed because at least one of the variables is constant.

*** Correlation is significant at the 0.05 level (2-tailed).**

**** Correlation is significant at the 0.01 level (2-tailed).**

Correlations between Variables for Control Group End Survey

Correlations between variables for control group end survey-1

		Gender	Ethnicity	Marital Status	Age	Number of Years Ordained Priest	Number of Years Licensed in Current Diocese	Number of Years Licensed in Current Role	UWES-9	EMS-Burnout	SDS	MSIT-S	CSS-A	NCSS-A	MDI_Freq	MDI_Sev	WoFa_WFConflict	WoFa_WFFacilitation	WoFa_FWConflict	WoFa_FWFacilitation	DSR-C	FSA-O
Gender	Pearson Correlation																					
	Sig. (2-tailed)																					
	N																					
Ethnicity	Pearson Correlation	-0.277																				
	Sig. (2-tailed)	0.337																				
	N	14																				
Marital Status	Pearson Correlation	.b	.b																			
	Sig. (2-tailed)	.	.																			
	N	14	14																			
Age	Pearson Correlation	0.045	-0.038	.b																		
	Sig. (2-tailed)	0.878	0.898	.																		
	N	14	14	14																		
Number of Years Ordained Priest	Pearson Correlation	-0.457	-0.204	.b	0.477																	
	Sig. (2-tailed)	0.101	0.484	.	0.084																	
	N	14	14	14	14																	
Number of Years Licensed in Current Diocese	Pearson Correlation	-0.039	-0.336	.b	0.481	.742**																
	Sig. (2-tailed)	0.895	0.241	.	0.081	0.002																
	N	14	14	14	14	14																
Number of Years Licensed in Current Role	Pearson Correlation	-0.336	-0.232	.b	0.356	.705**	.633*															
	Sig. (2-tailed)	0.240	0.424	.	0.211	0.005	0.015															
	N	14	14	14	14	14	14															
UWES-9	Pearson Correlation	.858**	-0.299	.b	-0.193	-.586*	-0.303	-.585*	**0.89**													
	Sig. (2-tailed)	0.000	0.300	.	0.508	0.028	0.292	0.028														
	N	14	14	14	14	14	14	14														
EMS-Burnout	Pearson Correlation	-0.460	0.354	.b	-0.162	-0.139	-0.201	0.189	-.574*	**0.76**												
	Sig. (2-tailed)	0.098	0.215	.	0.579	0.635	0.491	0.517	0.032													
	N	14	14	14	14	14	14	14	14													
SDS	Pearson Correlation	-0.208	0.100	.b	-0.223	-0.242	-0.004	0.047	-0.261	.709**	**0.86**											
	Sig. (2-tailed)	0.475	0.734	.	0.444	0.404	0.988	0.873	0.367	0.005												
	N	14	14	14	14	14	14	14	14	14												
MSIT-S	Pearson Correlation	0.301	-.567*	.b	0.390	0.165	0.176	-0.068	0.411	-.587*	-0.339	**0.91**										
	Sig. (2-tailed)	0.296	0.034	.	0.168	0.573	0.547	0.816	0.145	0.027	0.236											
	N	14	14	14	14	14	14	14	14	14	14											

		Gender	Ethnicity	Marital Status	Age	Number of Years Ordained Priest	Number of Years Licensed in Current Diocese	Number of Years Licensed in Current Role	UWES-9	EMS-Burnout	SDS	MSIT-S	CSS-A	NCSS-A	MDI_Freq	MDI_Sev	WoFa_WFConflict	WoFa_WFFacilitation	WoFa_FWConflict	WoFa_FWFacilitation	DSR-C	FSA-O
CSS-A	Pearson Correlation	0.054	-.557*	.b	-0.274	-0.045	0.021	-0.004	0.192	0.044	0.529	0.257	**0.79**									
	Sig. (2-tailed)	0.854	0.038	.	0.344	0.880	0.944	0.989	0.511	0.882	0.052	0.374										
	N	14	14	14	14	14	14	14	14	14	14	14										
NCSS-A	Pearson Correlation	0.239	0.198	.b	-0.435	-.722**	-0.494	-.568*	0.466	-0.141	0.140	0.060	0.130	**0.96**								
	Sig. (2-tailed)	0.411	0.496	.	0.120	0.004	0.073	0.034	0.093	0.630	0.633	0.837	0.659									
	N	14	14	14	14	14	14	14	14	14	14	14	14									
MDI_Freq	Pearson Correlation	0.351	-0.121	.b	-0.109	-0.182	0.075	-0.202	0.302	0.051	0.490	0.096	0.510	0.313	**0.81**							
	Sig. (2-tailed)	0.264	0.708	.	0.737	0.571	0.817	0.529	0.339	0.876	0.106	0.766	0.091	0.322								
	N	12	12	12	12	12	12	12	12	12	12	12	12	12								
MDI_Sev	Pearson Correlation	-0.027	0.425	.b	-0.200	-0.460	-0.481	-0.348	0.147	0.236	0.519	-0.309	0.266	0.422	0.516	**0.83**						
	Sig. (2-tailed)	0.937	0.193	.	0.555	0.155	0.134	0.294	0.665	0.485	0.102	0.355	0.430	0.196	0.155								
	N	11	11	11	11	11	11	11	11	11	11	11	11	11	9							
WoFa_WFConflict	Pearson Correlation	0.247	0.186	.b	-.623*	-.728**	-.646*	-0.390	0.425	0.145	0.283	-0.263	0.140	.632*	0.432	.721*	**0.78**					
	Sig. (2-tailed)	0.394	0.524	.	0.017	0.003	0.013	0.168	0.130	0.620	0.327	0.364	0.633	0.015	0.161	0.012						
	N	14	14	14	14	14	14	14	14	14	14	14	14	14	12	11						
WoFa_WFFacilitation	Pearson Correlation	.547*	-0.014	.b	-0.411	-0.273	-0.070	-0.064	0.410	-0.046	0.202	-0.075	0.231	0.142	.608*	0.225	.537*	**0.82**				
	Sig. (2-tailed)	0.043	0.963	.	0.144	0.344	0.811	0.828	0.145	0.875	0.488	0.799	0.427	0.628	0.036	0.506	0.048					
	N	14	14	14	14	14	14	14	14	14	14	14	14	14	12	11	14					
WoFa_FWConflict	Pearson Correlation	0.048	0.334	.b	-.772**	-0.390	-0.309	-0.097	0.026	0.290	0.211	-.557*	-0.089	0.379	0.160	0.176	.644*	.629*	**0.80**			
	Sig. (2-tailed)	0.870	0.244	.	0.001	0.168	0.282	0.742	0.930	0.314	0.468	0.038	0.763	0.182	0.619	0.605	0.013	0.016				
	N	14	14	14	14	14	14	14	14	14	14	14	14	14	12	11	14	14				
WoFa_FWFacilitation	Pearson Correlation	0.156	-0.424	.b	-0.283	-0.343	-0.290	-0.055	0.231	0.009	0.145	0.091	0.296	0.156	-0.155	0.143	0.378	0.173	0.178	**0.66**		
	Sig. (2-tailed)	0.595	0.131	.	0.326	0.230	0.315	0.853	0.427	0.977	0.622	0.756	0.304	0.594	0.631	0.675	0.183	0.553	0.542			
	N	14	14	14	14	14	14	14	14	14	14	14	14	14	12	11	14	14	14			
DSR-C	Pearson Correlation	0.431	-0.171	.b	0.058	-0.075	0.198	-0.145	0.506	-.816**	-0.464	0.356	-0.046	0.461	-0.166	-0.433	-0.159	-0.023	-0.102	-0.048	0.93	
	Sig. (2-tailed)	0.142	0.575	.	0.851	0.808	0.517	0.636	0.077	0.001	0.110	0.233	0.882	0.113	0.625	0.211	0.603	0.941	0.740	0.876		
	N	13	13	13	13	13	13	13	13	13	13	13	13	13	11	10	13	13	13	13		
FSA-O	Pearson Correlation	-0.411	-.554*	.b	0.282	.569*	.598*	0.531	-0.401	-0.026	0.069	0.318	0.325	-0.298	-0.278	-0.540	-.665**	-.570*	-0.515	-0.021	0.165	**0.97**
	Sig. (2-tailed)	0.145	0.040	.	0.329	0.034	0.024	0.051	0.156	0.930	0.814	0.269	0.258	0.301	0.382	0.086	0.009	0.033	0.059	0.943	0.591	
	N	14	14	14	14	14	14	14	14	14	14	14	14	14	12	11	14	14	14	14	13	

Note. The coefficients on the diagonal in bold are the Cronbach's alpha of each scale.

.b Cannot be computed because at least one of the variables is constant.

*** Correlation is significant at the 0.05 level (2-tailed).**

**** Correlation is significant at the 0.01 level (2-tailed).**

Appendix 25

Psychometric properties of study variables

a) Assessing Normality of Distribution: Coaching group, Start survey

						Range					Shapiro-Wilk Test for Normality		
		N	*M*	*SD*	α	Potential	Min	Max	Skew	Kurtosis	Statistic	*df*	*p*
DSR-C		18	4.12	0.53	0.89	1-6	3.19	4.94	-0.22	-0.75	0.96	18	0.63
FSA-O		18	3.35	0.78	0.94	1-5	2.03	4.89	0.13	-0.16	0.97	18	0.84
EMS-Burnout		18	2.80	0.68	0.79	1-7	1.89	4.22	0.41	-0.60	0.96	18	0.53
UWES-9		18	4.64	0.95	0.92	1-7	2.33	6.11	-0.57	0.60	0.96	18	0.63
SDS		18	2.37	0.56	0.83	1-5	1.50	3.50	0.10	-0.61	0.97	18	0.80
MSIT-S		18	3.48	0.35	0.76	1-5	2.68	4.16	-0.43	1.27	0.93	18	0.20
MDI	Frequency	16	2.43	0.68	0.69		1.53	4.13	0.89	1.32	0.94	16	0.35
MDI	Severity	11	1.62	0.29	0.68	1-4	1.00	2.07	-0.52	1.07	0.95	11	0.63
CSS-A		18	2.81	0.61	0.84	1-4	1.40	4.00	-0.26	0.88	0.96	18	0.57
NCSS-A		18	3.77	0.38	0.85	1-4	3.00	4.00	-1.48	0.60	0.64	18	0.00
WFS	Work-Family Conflict	18	3.53	0.71	0.83	1-5	2.25	5.00	0.12	-0.44	0.95	18	0.50
WFS	Work-Family Facilitation	18	2.93	0.63	0.50	1-5	1.50	4.00	-0.54	0.27	0.96	18	0.62
WFS	Family-Work Conflict	18	2.13	0.50	0.81	1-5	1.00	3.00	-0.59	0.44	0.95	18	0.49
WFS	Family-Work Facilitation	18	3.57	0.62	0.43	1-5	1.75	4.25	-1.77	3.58	0.82	18	0.00

b) Assessing Normality of Distribution: Coaching group, Mid-Point Survey

						Range					Shapiro-Wilk Test for Normality		
		N	*M*	*SD*	α	Potential	Min	Max	Skew	Kurtosis	Statistic	*df*	*p*
DSR-C		16	4.19	0.64	0.93	1-6	3.15	5.57	0.10	0.27	0.96	16	0.61
EMS-Burnout		17	2.73	0.80	0.90	1-7	1.33	4.78	0.67	1.46	0.95	17	0.50
UWES-9		17	4.82	1.13	0.96	1-7	2.44	6.44	-0.43	-0.61	0.95	17	0.44
SDS		17	2.25	0.62	0.83	1-5	1.33	3.17	0.06	-1.10	0.93	17	0.24
MSIT-S		14	3.59	0.44	0.87	1-5	2.88	4.32	0.07	-1.02	0.96	14	0.78
MDI	Frequency	15	2.15	0.60	0.72		1.40	3.93	1.98	5.24	0.82	15	0.01
MDI	Severity	12	1.51	0.29	0.66	1-4	1.00	2.00	-0.09	-0.47	0.98	12	0.98
CSS-A		17	2.88	0.53	0.74	1-4	1.80	4.00	0.26	0.44	0.97	17	0.74
NCSS-A		17	3.62	0.51	0.93	1-4	2.60	4.00	-1.02	-0.71	0.73	17	0.00
WFS	Work-Family Conflict	17	3.32	0.74	0.88	1-5	2.00	4.25	-0.21	-1.21	0.92	17	0.17
WFS	Work-Family Facilitation	17	3.15	0.52	0.43	1-5	2.25	4.00	0.07	-1.08	0.93	17	0.23
WFS	Family-Work Conflict	17	2.31	0.78	0.88	1-5	1.50	4.75	1.96	5.39	0.81	17	0.00
WFS	Family-Work Facilitation	17	3.57	0.58	0.42	1-5	1.75	4.25	-2.02	5.87	0.81	17	0.00
FSA-O													

c) Assessing Normality of Distribution: Coaching group, End survey

						Range					Shapiro-Wilk Test for Normality		
		N	*M*	*SD*	α	Potential	Min	Max	Skew	Kurtosis	Statistic	*df*	*p*
DSR-C		18	4.31	0.59	0.94	1-6	3.26	5.36	-0.06	-0.49	0.96	18	0.67
EMS-Burnout		18	2.76	0.68	0.76	1-7	1.78	4.22	0.48	-0.28	0.96	18	0.59
UWES-9		18	4.78	1.06	0.95	1-7	2.56	6.56	-0.35	-0.45	0.97	18	0.86
SDS		18	2.19	0.54	0.79	1-5	1.17	3.00	-0.27	-0.83	0.95	18	0.36
MSIT-S		18	3.61	0.42	0.83	1-5	2.84	4.28	-0.22	-0.51	0.95	18	0.49
MDI	Frequency	16	2.12	0.48	0.64		1.33	3.13	0.27	0.07	0.98	16	0.97
MDI	Severity	14	1.45	0.30	0.71	1-4	1.00	1.80	-0.43	-1.54	0.87	14	0.04
CSS-A		18	3.03	0.42	0.61	1-4	1.80	3.60	-1.37	3.21	0.89	18	0.04
NCSS-A		18	3.62	0.45	0.86	1-4	2.80	4.00	-0.72	-1.27	0.78	18	0.00
WFS	Work-Family Conflict	18	3.04	0.57	0.75	1-5	2.00	4.00	-0.50	-0.38	0.94	18	0.29
WFS	Work-Family Facilitation	18	3.14	0.78	0.82	1-5	1.25	4.50	-0.60	0.95	0.96	18	0.56
WFS	Family-Work Conflict	18	2.28	0.48	0.35	1-5	1.50	3.25	0.37	-0.65	0.96	18	0.54
WFS	Family-Work Facilitation	18	3.51	0.52	0.34	1-5	2.50	4.50	-0.04	-0.34	0.98	18	0.96
FSA-O		18	3.39	0.66	0.91	1-5	2.08	4.22	-0.66	-0.74	0.92	18	0.12

d) Assessing Normality of Distribution: Control group, Start survey

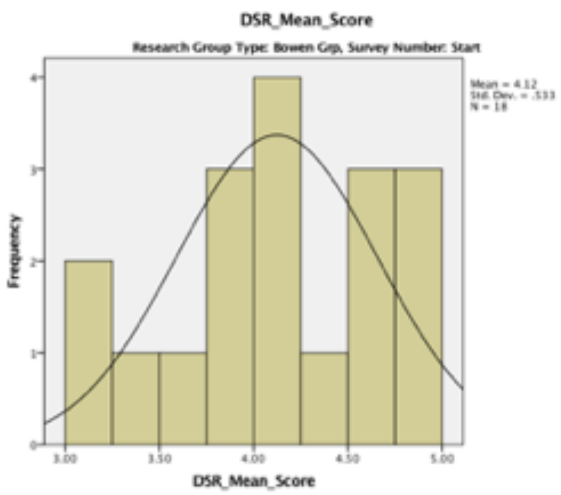
						Range					Shapiro-Wilk Test for Normality		
		N	*M*	*SD*	α	Potential	Min	Max	Skew	Kurtosis	Statistic	*df*	*p*
DSR-C		14	4.07	0.41	0.86	1-6	3.26	4.77	-0.25	-0.32	0.99	14	1.00
EMS-Burnout		13	2.74	0.82	0.85	1-7	1.56	4.44	0.41	-0.09	0.95	13	0.59
UWES-9		14	5.11	0.98	0.93	1-7	3.33	6.22	-0.65	-0.90	0.90	14	0.12
SDS		14	2.31	0.62	0.81	1-5	1.17	3.33	-0.05	-0.59	0.98	14	0.98
MSIT-S		13	3.53	0.54	0.92	1-5	2.40	4.40	-0.55	0.58	0.97	13	0.89
MDI	Frequency	12	2.49	0.81	0.82		1.27	3.80	-0.03	-1.34	0.94	12	0.51
MDI	Severity	8	1.63	0.31	0.56	1-4	1.33	2.33	1.97	4.53	0.80	8	0.03
CSS-A		14	2.96	0.75	0.88	1-4	1.00	4.00	-1.17	2.81	0.90	14	0.12
NCSS-A		14	3.73	0.41	0.94	1-4	3.00	4.00	-1.28	-0.07	0.67	14	0.00
WFS	Work-Family Conflict	14	3.41	0.59	0.74	1-5	2.50	4.25	-0.03	-0.78	0.92	14	0.23
WFS	Work-Family Facilitation	14	2.98	0.61	0.78	1-5	2.25	4.00	0.92	-0.50	0.83	14	0.01
WFS	Family-Work Conflict	14	2.45	0.70	0.78	1-5	1.25	4.00	0.55	0.61	0.96	14	0.70
WFS	Family-Work Facilitation	14	3.52	0.59	0.41	1-5	2.00	4.25	-1.27	2.48	0.86	14	0.04
FSA-O		14	3.48	0.87	0.96	1-5	1.67	4.64	-0.95	0.13	0.91	14	0.16

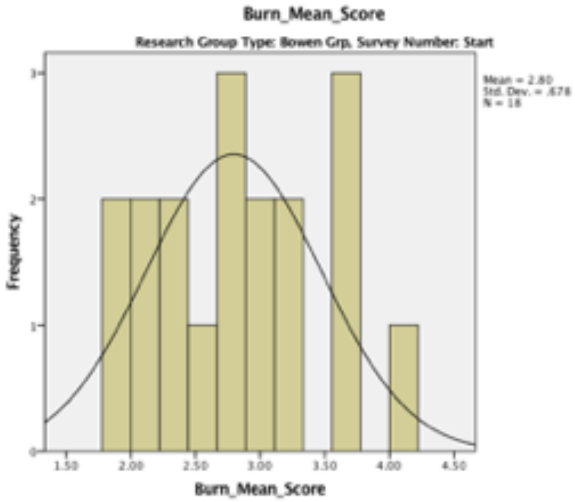
e) Assessing Normality of Distribution: Control group, End survey

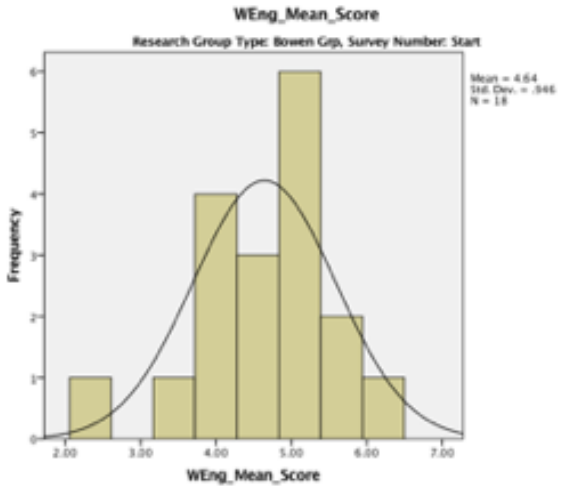
						Range					Shapiro-Wilk Test for Normality		
		N	*M*	*SD*	α	Potential	Min	Max	Skew	Kurtosis	Statistic	*df*	*p*
DSR-C		13	4.09	0.60	0.93	1-6	2.96	5.36	0.42	0.98	0.94	13	0.47
EMS-Burnout		14	2.79	0.63	0.76	1-7	1.44	3.67	-0.50	-0.08	0.95	14	0.56
UWES-9		14	4.83	0.90	0.89	1-7	3.56	6.22	0.12	-1.15	0.95	14	0.51
SDS		14	2.44	0.65	0.86	1-5	1.00	3.33	-1.05	0.41	0.88	14	0.05
MSIT-S		14	3.51	0.50	0.91	1-5	2.52	4.20	-0.49	-0.35	0.96	14	0.74
MDI	Frequency	12	2.33	0.70	0.81		1.13	3.60	0.29	0.02	0.98	12	0.99
MDI	Severity	11	1.60	0.47	0.83	1-4	1.00	2.60	1.17	0.80	0.86	11	0.05
CSS-A		14	2.86	0.55	0.79	1-4	1.80	3.80	-0.40	0.05	0.96	14	0.79
NCSS-A		14	3.70	0.44	0.96	1-4	3.00	4.00	-1.02	-0.94	0.67	14	0.00
WFS	Work-Family Conflict	14	3.41	0.52	0.78	1-5	2.50	4.50	0.44	0.15	0.96	14	0.66
WFS	Work-Family Facilitation	14	2.79	0.75	0.82	1-5	1.25	3.75	-0.55	-0.52	0.92	14	0.24
WFS	Family-Work Conflict	14	2.36	0.77	0.80	1-5	1.00	3.50	-0.12	-1.08	0.96	14	0.65
WFS	Family-Work Facilitation	14	3.38	0.59	0.66	1-5	2.00	4.25	-0.98	1.06	0.93	14	0.26
FSA-O		14	3.44	1.01	0.97	1-5	1.50	4.61	-0.71	-0.56	0.91	14	0.17

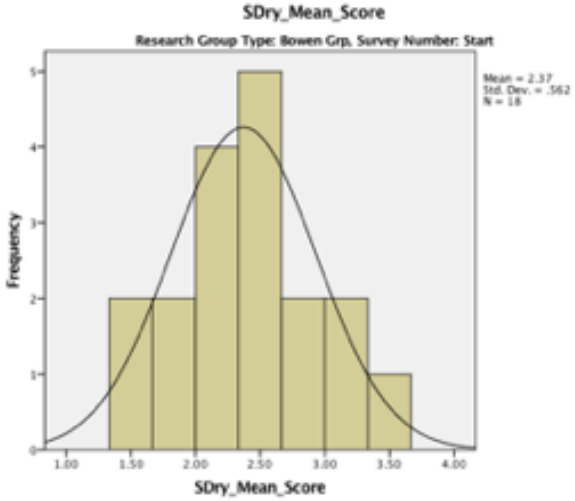
Appendix 26

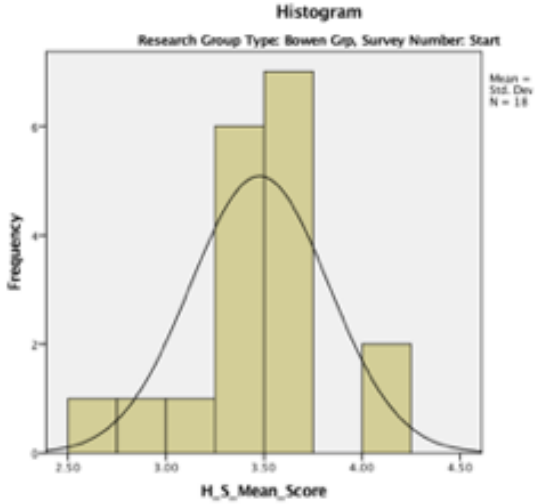
Histograms of Main Variables for Coaching group, Start survey

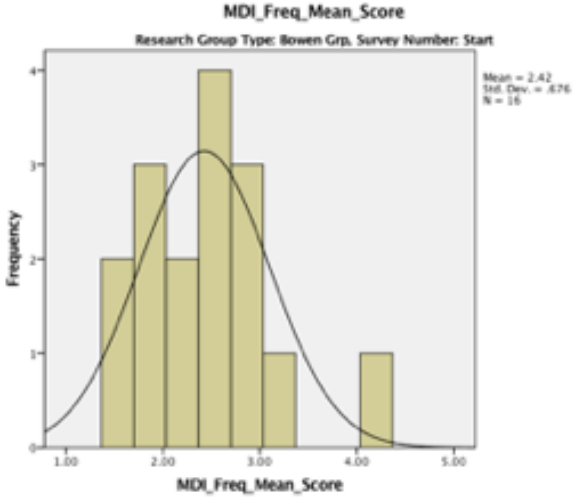


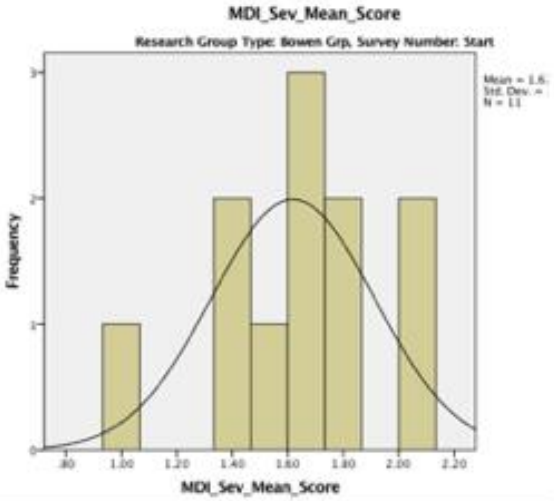








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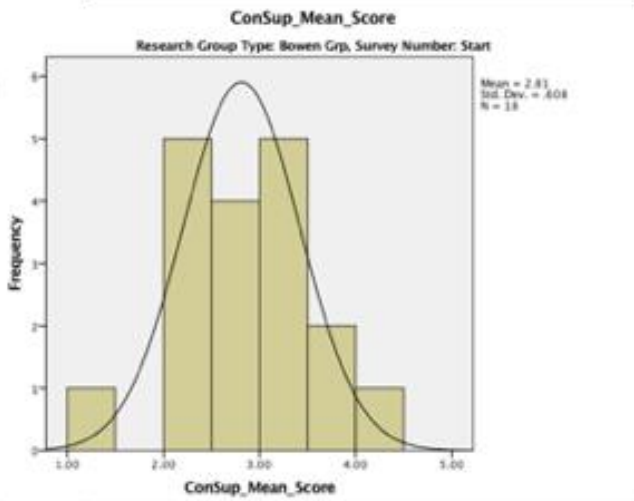
Std. Dev. =
N = 11
Frequency
MDI_Sev_Mean_Score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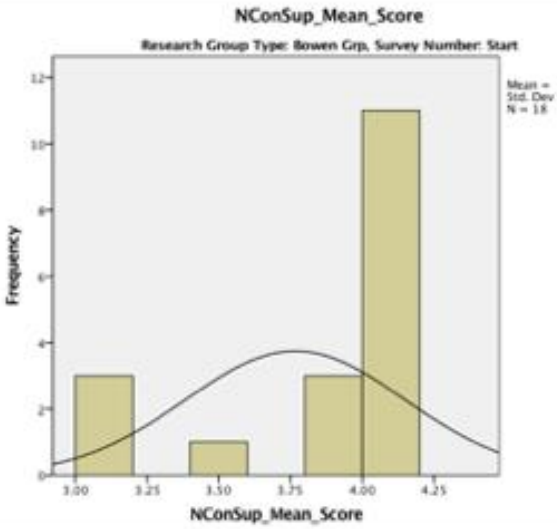
Std. Dev. = .608
N = 16
Frequency
ConSup_Mean_Score


NConSup_Mean_Score
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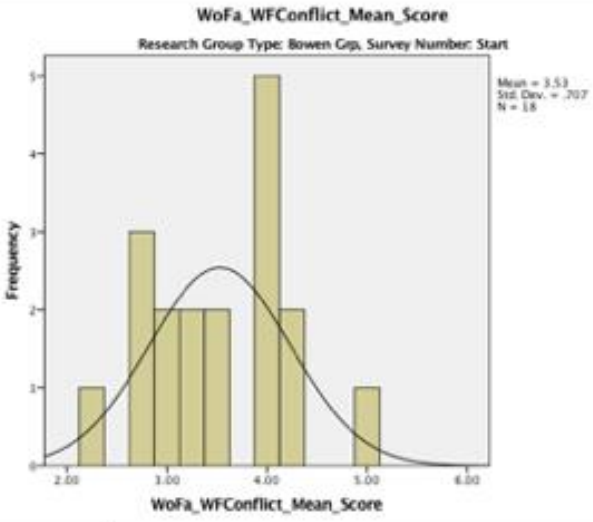
Std. Dev
N = 16
Frequency
NConSup_Mean_Score


WoFa_WFConflict_Mean_Score
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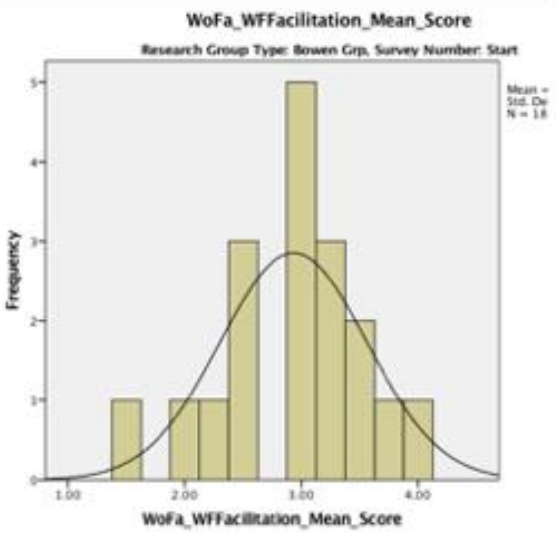
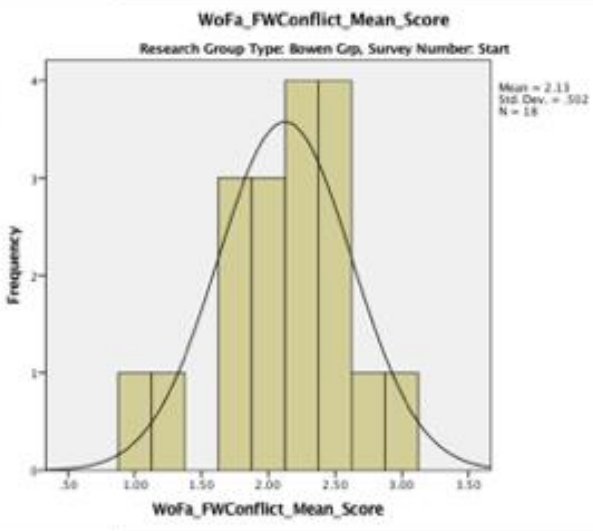
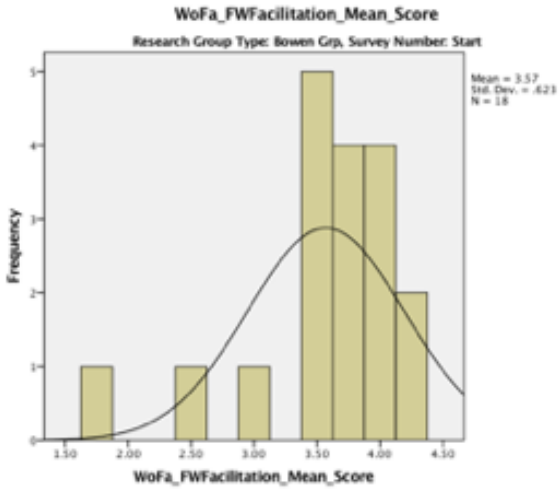
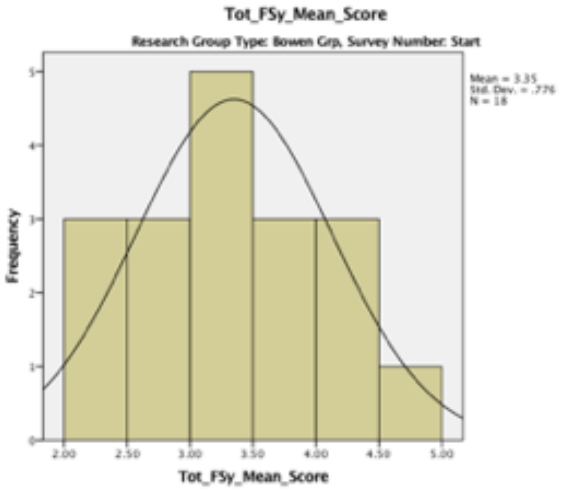
Mean = 3.53
Std. Dev. = .707
N = 16
Frequency
WoFa_WFConflict_Mean_Score


WoFa_WFFacilitation_Mean_Score
Research Group Type: Bowen Grp, Survey Number: Start
Mean =
Std. De
N = 16
Frequency
WoFa_WFFacilitation_Mean_Score


WoFa_FWConflict_Mean_Score
Research Group Type: Bowen Grp, Survey Number: Start
Mean = 2.13
Std. Dev. = .502
N = 16
Frequency
WoFa_FWConflict_Mean_Score


WoFa_FWFacilitation_Mean_Score
Research Group Type: Bowen Grp, Survey Number: Start
Mean = 3.57
Std. Dev. = .623
N = 18
Frequency
WoFa_FWFacilitation_Mean_Score


Tot_FSy_Mean_Score
Research Group Type: Bowen Grp, Survey Number: Start
Mean = 3.35
Std. Dev. = .776
N = 18
Frequency
Tot_FSy_Mean_Score

Appendix 27

Wilcoxon signed-rank test for Variables NCSS-A and WFS Family-Work Facilitation as part of the normality tests

Group	Variable	Subscale	*T*	*n*	*Z*	*p*	*r*	*t*-test results for comparison
Bowen	NCSS-A		18	18	-1	.18	-.21	$t(17) = 1.4$, $p = .18$, $d = .38$
Control	NCSS-A		5	14	-1	.48	-.13	$t(13) = 0.69$, $p = .5$, $d = .07$
Bowen	WFS	Family-Work Facilitation	37	18	-1	.55	-.11	$t(17) = 0.43$, $p = .671$, $d = .09$
Control	WFS	Family-Work Facilitation	15	14	-1	.2	-.24	$t(13) = 1.26$, $p = .23$, $d = .24$

Appendix 28

Correlations between variables for Combined Start Survey

		Age	Gender	Ethnicity	Marital Status	Number of Years Ordained Deacon	Number of Years Ordained Priest	Number of Years Licensed in Current Diocese	Number of Years Licensed in Current Role	UWES-9	EMS-Burnout	SDS	MSIT-S	CSS-A	NCSS-A	MDI_Freq	MDI_Sev	WoFa_WF Conflict	WoFa_WFF acilitation	WoFa_FW Conflict	WoFa_FWF acilitation	DSR-C	FSA-O
Age	Pearson Correlation	1	0.085	-0.019	-0.066	0.300	0.304	0.267	0.304	0.191	-0.172	-0.209	0.236	-0.026	-0.070	-0.187	0.175	-0.171	-.466**	-0.254	-0.119	0.187	0.083
	Sig. (2-tailed)		0.645	0.916	0.718	0.102	0.090	0.147	0.091	0.294	0.356	0.250	0.202	0.887	0.703	0.340	0.472	0.351	0.007	0.161	0.517	0.307	0.650
	N	32	32	32	32	31	32	31	32	32	31	32	31	32	32	28	19	32	32	32	32	32	32
Gender	Pearson Correlation	0.085	1	-0.191	0.191	-.523**	-.540**	-0.174	-0.336	0.308	-0.200	0.145	0.215	0.107	.432*	0.180	0.135	0.234	0.161	-0.028	0.048	0.307	-0.105
	Sig. (2-tailed)	0.645		0.295	0.295	0.003	0.001	0.349	0.060	0.087	0.281	0.427	0.246	0.559	0.014	0.359	0.581	0.197	0.378	0.880	0.794	0.087	0.567
	N	32	32	32	32	31	32	31	32	32	31	32	31	32	32	28	19	32	32	32	32	32	32
Ethnicity	Pearson Correlation	-0.019	-0.191	1	-0.064	-0.128	-0.119	-0.213	-0.152	0.216	.426*	0.259	-.473**	-.512**	0.117	-0.231	-0.072	0.217	0.014	.520**	-0.014	-0.094	-.392*
	Sig. (2-tailed)	0.916	0.295		0.729	0.491	0.516	0.250	0.406	0.235	0.017	0.152	0.007	0.003	0.524	0.237	0.768	0.234	0.939	0.002	0.938	0.607	0.026
	N	32	32	32	32	31	32	31	32	32	31	32	31	32	32	28	19	32	32	32	32	32	32
Marital Status	Pearson Correlation	-0.066	0.191	-0.064	1	-0.227	-0.208	-0.236	-0.054	-0.116	0.026	0.139	0.037	-0.148	0.231	0.194	0.052	0.289	-0.061	-.423*	-.478**	0.240	-0.057
	Sig. (2-tailed)	0.718	0.295	0.729		0.220	0.253	0.201	0.767	0.527	0.890	0.449	0.844	0.418	0.204	0.322	0.833	0.108	0.741	0.016	0.006	0.186	0.757
	N	32	32	32	32	31	32	31	32	32	30	32	31	32	32	28	19	32	32	32	32	32	32
Number of Years Ordained Deacon	Pearson Correlation	0.300	-.523**	-0.128	-0.227	1	1.000**	.592**	.529**	-0.291	-0.131	-.436*	0.139	-0.150	-.386*	-0.136	-0.340	-.596**	-0.065	-0.234	-0.220	-0.242	0.257
	Sig. (2-tailed)	0.102	0.003	0.491	0.220		0.000	0.000	0.002	0.113	0.489	0.014	0.465	0.419	0.032	0.497	0.168	0.000	0.729	0.205	0.233	0.190	0.163
	N	31	31	31	31	31	31	31	31	31	30	31	30	31	31	27	18	31	31	31	31	31	31
Number of Years Ordained Priest	Pearson Correlation	0.304	-.540**	-0.119	-0.208	1.000**	1	.590**	.538**	-0.292	-0.125	-.449*	0.132	-0.156	-.405*	-0.144	-0.402	-.600**	-0.091	-0.230	-0.218	-0.239	0.195
	Sig. (2-tailed)	0.090	0.001	0.516	0.253	0.000		0.000	0.001	0.105	0.504	0.010	0.478	0.393	0.022	0.463	0.088	0.000	0.620	0.206	0.231	0.187	0.284
	N	32	32	32	32	31	32	31	32	32	31	32	31	32	32	28	19	32	32	32	32	32	32
Number of Years Licensed in Current Diocese	Pearson Correlation	0.267	-0.174	-0.213	-0.236	.592**	.590**	1	.551**	-0.115	-0.216	-0.233	0.248	-0.059	-.435*	0.145	0.058	-.523**	0.006	0.017	-0.062	0.002	.383*
	Sig. (2-tailed)	0.147	0.349	0.250	0.201	0.000	0.000		0.001	0.539	0.251	0.208	0.186	0.754	0.014	0.470	0.819	0.003	0.975	0.928	0.739	0.990	0.033
	N	31	31	31	31	31	31	31	31	31	30	31	30	31	31	27	18	31	31	31	31	31	31
Number of Years Licensed in Current Role	Pearson Correlation	0.304	-0.336	-0.152	-0.054	.529**	.538**	.551**	1	-.458**	0.113	-0.134	-0.037	0.015	-.491**	0.092	0.069	-0.216	-0.204	-0.048	-0.195	-0.096	0.327
	Sig. (2-tailed)	0.091	0.060	0.406	0.767	0.002	0.001	0.001		0.008	0.545	0.464	0.843	0.934	0.004	0.642	0.779	0.235	0.263	0.795	0.286	0.603	0.068
	N	32	32	32	32	31	32	31	32	32	31	32	31	32	32	28	19	32	32	32	32	32	32
UWES-9	Pearson Correlation	0.191	0.308	0.216	-0.116	-0.291	-0.292	-0.115	-.458**	1	-.490**	0.032	0.332	0.146	.366*	-0.010	0.150	-0.089	0.116	0.230	0.295	0.232	-0.220
	Sig. (2-tailed)	0.294	0.087	0.235	0.527	0.113	0.105	0.539	0.008		0.005	0.864	0.068	0.425	0.039	0.961	0.539	0.627	0.528	0.206	0.101	0.201	0.227
	N	32	32	32	32	31	32	31	32	32	31	32	31	32	32	28	19	32	32	32	32	32	32
EMS-Burnout	Pearson Correlation	-0.172	-0.200	.426*	0.026	-0.131	-0.125	-0.216	0.113	-.490**	1	.573**	-.695**	-.457**	-0.113	0.010	0.082	.404*	-0.126	0.309	-0.035	-.408*	-0.076
	Sig. (2-tailed)	0.356	0.281	0.017	0.890	0.489	0.504	0.251	0.545	0.005		0.001	0.000	0.010	0.545	0.960	0.748	0.024	0.500	0.090	0.853	0.023	0.684
	N	31	31	31	31	30	31	30	31	31	31	31	30	31	31	27	18	31	31	31	31	31	31
SDS	Pearson Correlation	-0.209	0.145	0.259	0.139	-.436*	-.449*	-0.233	-0.134	0.032	.573**	1	-.466**	-0.200	-0.002	0.110	0.291	.496**	0.074	0.286	0.207	-0.216	-0.054
	Sig. (2-tailed)	0.250	0.427	0.152	0.449	0.014	0.010	0.208	0.464	0.864	0.001		0.008	0.273	0.990	0.577	0.227	0.004	0.689	0.113	0.255	0.235	0.771
	N	32	32	32	32	31	32	31	32	32	31	32	31	32	32	28	19	32	32	32	32	32	32
MSIT-S	Pearson Correlation	0.236	0.215	-.473**	0.037	0.139	0.132	0.248	-0.037	0.332	-.695**	-.466**	1	0.215	0.069	-0.068	0.104	-.502**	0.197	-0.267	0.063	0.246	0.272
	Sig. (2-tailed)	0.202	0.246	0.007	0.844	0.465	0.478	0.186	0.843	0.068	0.000	0.008		0.245	0.714	0.736	0.673	0.004	0.289	0.146	0.738	0.182	0.138
	N	31	31	31	31	30	31	30	31	31	30	31	31	31	31	27	19	31	31	31	31	31	31
CSS-A	Pearson Correlation	-0.026	0.107	-.512**	-0.148	-0.150	-0.156	-0.059	0.015	0.146	-.457**	-0.200	0.215	1	0.020	0.066	0.318	0.004	-0.221	-0.185	0.188	0.199	0.118
	Sig. (2-tailed)	0.887	0.559	0.003	0.418	0.419	0.393	0.754	0.934	0.425	0.010	0.273	0.245		0.914	0.740	0.185	0.982	0.225	0.309	0.303	0.274	0.520

		Age	Gender	Ethnicity	Marital Status	Number of Years Ordained Deacon	Number of Years Ordained Priest	Number of Years Licensed in Current Diocese	Number of Years Licensed in Current Role	UWES-9	EMS-Burnout	SDS	MSIT-S	CSS-A	NCSS-A	MDI_Freq	MDI_Sev	WoFa_WF Conflict	WoFa_WFF acilitation	WoFa_FW Conflict	WoFa_FWF acilitation	DSR-C	FSA-O
	N	32	32	32	32	31	32	31	32	32	31	32	31	32	32	28	19	32	32	32	32	32	32
NCSS-A	Pearson Correlation	-0.070	.432*	0.117	0.231	-.386*	-.405*	-.435*	-.491**	.366*	-0.113	-0.002	0.069	0.020	1	0.145	0.018	0.255	0.166	0.193	0.010	.431*	-0.057
	Sig. (2-tailed)	0.703	0.014	0.524	0.204	0.032	0.022	0.014	0.004	0.039	0.545	0.990	0.714	0.914		0.462	0.940	0.159	0.364	0.289	0.955	0.014	0.757
	N	32	32	32	32	31	32	31	32	32	31	32	31	32	32	28	19	32	32	32	32	32	32
MDI_Freq	Pearson Correlation	-0.187	0.180	-0.231	0.194	-0.136	-0.144	0.145	0.092	-0.010	0.010	0.110	-0.068	0.066	0.145	1	.544*	0.345	-0.031	0.184	0.146	0.092	0.171
	Sig. (2-tailed)	0.340	0.359	0.237	0.322	0.497	0.463	0.470	0.642	0.961	0.960	0.577	0.736	0.740	0.462		0.016	0.072	0.877	0.348	0.457	0.640	0.385
	N	28	28	28	28	27	28	27	28	28	27	28	27	28	28	28	19	28	28	28	28	28	28
MDI_Sev	Pearson Correlation	0.175	0.135	-0.072	0.052	-0.340	-0.402	0.058	0.069	0.150	0.082	0.291	0.104	0.318	0.018	.544*	1	0.379	-0.163	-0.047	0.183	0.076	0.276
	Sig. (2-tailed)	0.472	0.581	0.768	0.833	0.168	0.088	0.819	0.779	0.539	0.748	0.227	0.673	0.185	0.940	0.016		0.110	0.506	0.849	0.453	0.757	0.253
	N	19	19	19	19	18	19	18	19	19	18	19	19	19	19	19	19	19	19	19	19	19	19
WoFa_WFConflict	Pearson Correlation	-0.171	0.234	0.217	0.289	-.596**	-.600**	-.523**	-0.216	-0.089	.404*	.496**	-.502**	0.004	0.255	0.345	0.379	1	-0.079	0.189	0.044	-0.068	-0.175
	Sig. (2-tailed)	0.351	0.197	0.234	0.108	0.000	0.000	0.003	0.235	0.627	0.024	0.004	0.004	0.982	0.159	0.072	0.110		0.668	0.300	0.811	0.712	0.338
	N	32	32	32	32	31	32	31	32	32	31	32	31	32	32	28	19	32	32	32	32	32	32
WoFa_WFFacilitation	Pearson Correlation	-.466**	0.161	0.014	-0.061	-0.065	-0.091	0.006	-0.204	0.116	-0.126	0.074	0.197	-0.221	0.166	-0.031	-0.163	-0.079	1	0.273	0.232	-0.177	-0.171
	Sig. (2-tailed)	0.007	0.378	0.939	0.741	0.729	0.620	0.975	0.263	0.528	0.500	0.689	0.289	0.225	0.364	0.877	0.506	0.668		0.130	0.202	0.332	0.349
	N	32	32	32	32	31	32	31	32	32	31	32	31	32	32	28	19	32	32	32	32	32	32
WoFa_FWConflict	Pearson Correlation	-0.254	-0.028	.520**	-.423*	-0.234	-0.230	0.017	-0.048	0.230	0.309	0.286	-0.267	-0.185	0.193	0.184	-0.047	0.189	0.273	1	.411*	-0.107	-0.186
	Sig. (2-tailed)	0.161	0.880	0.002	0.016	0.205	0.206	0.928	0.795	0.206	0.090	0.113	0.146	0.309	0.289	0.348	0.849	0.300	0.130		0.019	0.560	0.308
	N	32	32	32	32	31	32	31	32	32	31	32	31	32	32	28	19	32	32	32	32	32	32
WoFa_FWFacilitation	Pearson Correlation	-0.119	0.048	-0.014	-.478**	-0.220	-0.218	-0.062	-0.195	0.295	-0.035	0.207	0.063	0.188	0.010	0.146	0.183	0.044	0.232	.411*	1	-0.056	-0.118
	Sig. (2-tailed)	0.517	0.794	0.938	0.006	0.233	0.231	0.739	0.286	0.101	0.853	0.255	0.738	0.303	0.955	0.457	0.453	0.811	0.202	0.019		0.761	0.521
	N	32	32	32	32	31	32	31	32	32	31	32	31	32	32	28	19	32	32	32	32	32	32
DSR-C	Pearson Correlation	0.187	0.307	-0.094	0.240	-0.242	-0.239	0.002	-0.096	0.232	-.408*	-0.216	0.246	0.199	.431*	0.092	0.076	-0.068	-0.177	-0.107	-0.056	1	0.316
	Sig. (2-tailed)	0.307	0.087	0.607	0.186	0.190	0.187	0.990	0.603	0.201	0.023	0.235	0.182	0.274	0.014	0.640	0.757	0.712	0.332	0.560	0.761		0.078
	N	32	32	32	32	31	32	31	32	32	31	32	31	32	32	28	19	32	32	32	32	32	32
FSA-O	Pearson Correlation	0.083	-0.105	-.392*	-0.057	0.257	0.195	.383*	0.327	-0.220	-0.076	-0.054	0.272	0.118	-0.057	0.171	0.276	-0.175	-0.171	-0.186	-0.118	0.316	1
	Sig. (2-tailed)	0.650	0.567	0.026	0.757	0.163	0.284	0.033	0.068	0.227	0.684	0.771	0.138	0.520	0.757	0.385	0.253	0.338	0.349	0.308	0.521	0.078	
	N	32	32	32	32	31	32	31	32	32	31	32	31	32	32	28	19	32	32	32	32	32	32

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

a Survey Number = Start

d Cannot be computed because at least one of the variables is constant.

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